REPORT RESUMES

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AN EVALUATION OF THE FIRST 11 YEARS OF THE NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY.

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THE NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES, HELPED BY A GRANT FROM THE W.K. KELLOGG FOUNDATION, ESTABLISHED THE NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY AT THE UNIVERSITY OF WISCONSIN IN 1955. THE PURPOSE WAS TO IMPROVE THE COOPERATIVE EXTENSION SERVICE BY AN INTERDISCIPLINARY PROGRAM OF GRADUATE STUDY, INSERVICE TRAINING IN ADMINISTRATION AND SUPERVISION, RESEARCH, AND INFORMATION DISSEMINATION. THE CENTER HAS GRANTED 85 PH.D. DEGREES AND 83 MASTER'S DEGREES, AND HAS BEEN PROMINENT IN THE ACADEMIC UPGRADING OF THE COOPERATIVE EXTENSION SERVICE FROM THE COUNTY WORKER TO THE HIGHEST ADMINISTRATIVE LEVELS. RESEARCH HAS RESULTED IN CHANGES IN STRUCTURAL ORGANIZATION OF STATE STAFFS, METHODS OF PERSONNEL SELECTION AND EVALUATION, SUPERVISION, AND STATEWIDE PROGRAM PLANNING. AN EXPANDED PROGRAM SHOULD INCLUDE STUDIES OF PROBLEMS RELATING TO THE MERGING OF EXTENSION SERVICES TO PREPARE INDIVIDUALS FOR ADMINISTRATIVE RESPONSIBILITIES IN MERGED PROGRAMS. APPENDIXES INCLUDE A ROSTER OF FELLOWS OF THE CENTER, A LISTING OF STAFF MEMBERS, A DESCRIPTION OF PUBLICATIONS, AND POLICIES CONCERNING CENTER FELLOWSHIPS AND SUPPORTING GRADUATE RESEARCH. (AJ)

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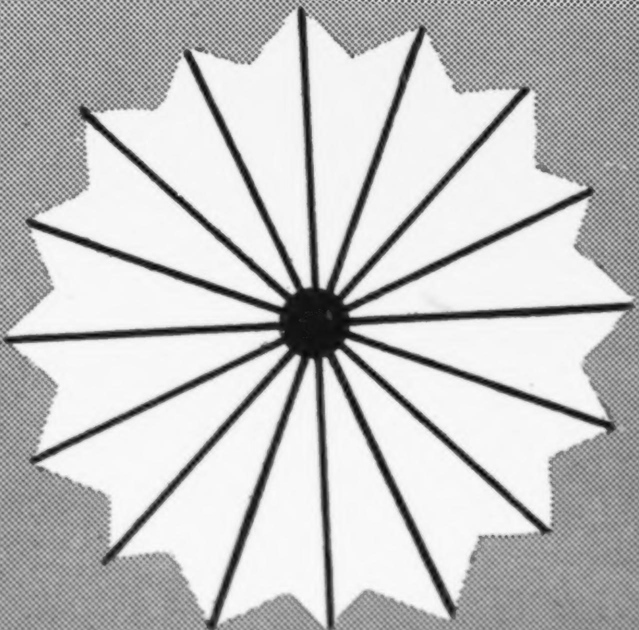

An Evaluation of the First 11 Years of the

NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY

11

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HIGHLIGHTS
of
Eleven Years of
The National Agricultural Extension Center for Advanced Study

The Center has been the focus of influences leading to the upgrading of staff of Extension services from the county to the high university levels.

In its eleven years, the Center has produced 83 master's degree individuals and 85 with the Ph.D. It has awarded more Ph.D.'s in the area of adult education than any of the other leading institutions during the 20-30 years they have offered the degree.

The Center is the only institution which has emphasized work in Extension administration.

Almost all of those receiving the master's degree and all but two of the Ph.D.'s--a vice-president of a university and a director of admissions--remain in some phase of the Extension Service. There are two deans, four directors, 17 associate or assistant directors, 14 state leaders, and so on.

More than one-third of those classified under Education Administration in subjects pertaining to agriculture who hold the Ph.D. are former Fellows.

Of fifteen states cooperating on the national curriculum study eight are represented by former Fellows.

Forty-five states, Puerto Rico, and FES have sent Fellows to the Center.

Inservice training through seminars, workshops, and conferences has served directors, state leaders, and supervisors from all parts of the country.

The Center has been visited by representatives from many countries from each of the continents.

It has contributed extensively to the literature.

Results of Center research in areas of program planning, administrative restructuring, personnel selection, evaluation and the like have been applied widely in many states.

Schools at which advanced training in Extension is given have been organized throughout the country--several of these are directed by Center graduates and others are employing former Fellows on their staffs.

The Center has not been without difficulties. There has been a large turnover in staff. Research procedures have required refining.

Three things which have accounted especially for the success of the program are:

1) The Center originated from needs felt by those in the National Association of State Universities and Land-Grant Colleges. The request for financial support was from the above Association--not from the University of Wisconsin. The selection of the University as the site institution was made by the Association. Therefore, from the beginning, the Center has had the support of the states which have recommended that their personnel apply for fellowships.

2) The work of the Center has been built on a program of instruction, research, and inservice--not around a particular personality.

3) The Center has been supported primarily from grants--to the amount of $1,643,000--by the W. K. Kellogg Foundation. These monies have made possible many of the services of the Center and especially have provided for the fellowships without which only a very, very few would have received their degrees.

There is a general belief that the work of the Center should be expanded to include all-university programs.

It is amazing that an institution has produced such a record of achievement and has gained such high prestige, nationally and internationally, in eleven years.

FOREWORD

The National Agricultural Extension Center for Advanced Study was established by the National Association of State Universities and Land-Grant Colleges in June 1955 and located at the University of Wisconsin. The Center has operated since then largely as the result of grants from the W. K. Kellogg Foundation of Battle Creek, Michigan.

The purpose of the Center is to provide opportunities for graduate study, inservice training, and research in administration and supervision for the Cooperative Extension Services of the 50 states, Puerto Rico, and the Federal Extension Service of the U. S. Department of Agriculture.

General policies, procedures, and accomplishments are reviewed periodically by a National Advisory Board appointed by the National Association of State Universities and Land-Grant Colleges. The membership of the Board includes two university presidents, two deans of agriculture, one dean of home economics, five state directors of Cooperative Extension, and the Administrator of the Federal Extension Service. The program of the Center has been under the leadership of Dr. Robert C. Clark, who was appointed director at its inception.

The administrators of the Center program and the National Advisory Board have felt that periodic evaluation of the Center program could be very helpful in maintaining its effectiveness. One such evaluation was conducted in 1960 at the end of the Center's first five years of operation. The evaluation reported here comes at the end of eleven years of operation. Its major purpose has been to determine what changes might be appropriate in the program (its scope and orientation), the clientele to be served, and the means of financing such a Center.

To conduct this evaluation the Center again employed Dr. Dean A. Worcester, Emeritus Professor and former Chairman of the Department of Educational Psychology and Measurements, University of Nebraska. As a recognized scholar and leader in his field, it was thought that he could analyze the entire program impartially and offer valuable recommendations for its future.

This publication is the report of his evaluation study. The highlights of the report are set forth in the first two pages. We believe you will find this report both interesting and informative.

July 1966

Sydney D Staniforth

Sydney D. Staniforth
Acting Director
National Agricultural Extension
Center for Advanced Study

PREFACE

An evaluation of the National Agricultural Extension Center for Advanced Study was published in 1961. There have been few changes since that time in the overall picture of the Center and that report, in many ways, would be adequate at the present time.

However, the tendency to combine the various Extension services in universities and the increasing demands of the federal government that Extension take on new tasks have emphasized the need for not only study of the special problems involved in each service but particularly the problems involved in developing efficient working relationships among the services.

During the past 11 years the Center has developed great prestige in its field of training administrators for Cooperative Extension. It is now confronted with the necessity of re-examining its program to determine what its function shall be in light of the changes which are occurring.

The present report attempts to bring up-to-date information about the Center and to delineate some of the problems it now must meet.

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AN EVALUATION
OF
ELEVEN YEARS
OF
THE NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY:*
ITS CONTRIBUTION TO COOPERATIVE EXTENSION

D. A. Worcester**

I

BEGINNINGS AND DEVELOPMENT

Plan of the Evaluation

This evaluation was made after an examination of the proposal for the establishment of the Center, consultation of records, and extensive interviews with present and former Fellows, members of the Center staff, deans of agriculture, directors and others of state Extension services, members of the Federal Extension Service, members of the Advisory Board of the Center, directors of General Extension, college presidents, and individuals in Cooperative Extension who had not been at the Center but had more or less intimate knowledge of Center activities and former Fellows. Letters have been received from a considerable number of former Fellows who could not be visited.

Some of the data which will be presented are objective. The number of students who had attended the Center, the number and kinds of degrees awarded, the number of seminars, workshops and conferences, the publications prepared, can be counted and, in themselves, fully justify the endeavor. But these do not, in themselves, produce an adequate realization of the impact of the Center on Cooperative Extension. So the interview has been adopted as the primary source of information leading to judgment. After all, it is not the securing of academic credit or attending a workshop which is significant. The real question is, Has anything happened as a result of taking a course or going to a conference? The answers to this question had to come from those in the field.

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*A preliminary evaluation of the Center was presented as a part of the 5th Annual Report of the Center, 1960-61; and a further report was given the following year. This was published and is available from the Center. This present evaluation may be considered as a continuation of the one of 1961.

**Emeritus Professor, Educational Psychology and Measurements, the University of Nebraska.

It is recognized that not all that which has happened in Extension or to Fellows is a result of the Center's activities. If a person had not gone to the Center, he might have gone to some other university. An individual may have been promoted had he not gone anywhere for advanced study. But the evidence, as will be seen, is convincing that the Center has been a powerful influence in the field of Extension during the past eleven years.

The evaluator has visited, during the past year, 37 of the states, Puerto Rico and the Federal Extension Service (FES) in Washington, D. C. He has had communication by interview or letter with representatives from five other states. The most obvious impression gained is that everyone in Cooperative Extension knows about the Center and that it is universally respected. Almost everywhere there was cordial welcome, aid in arranging schedules, generous giving of time. In no case was antagonism to the Center expressed although there were a few individuals who were not enthusiastic about it. Many who had never been to the Center were glad to talk about it and about those of their colleagues who had gone there. Some, to be sure, were critical and their criticisms were, in general, enlightened.

The interviews were of the "open-end" type. A series of questions and topics had been prepared to guide the conversation, the plan being, however, to get the respondent to talk freely, not to answer questions in a pre-determined order. As a result, there were some points not covered with each individual and many things were brought out which had not been anticipated.

Beginnings

During the 50 years of its existence, Cooperative Extension has grown until it has reached every county in the United States and its services have continued to increase in number; its organization in complexity. The state administrative officers have almost always been graduates of colleges of agriculture and have moved up through the service ranks and have had little or no training in the specific problems of administration or supervision. Indeed, they could not have had such training for, in 1952, no institution was offering a study program at the graduate level designed to apply the principles of administration and supervision to the special needs of Cooperative Extension.

In 1952, the Extension Committee on Organization and Policy (ECOP) of the National Association of State Universities and Land-Grant Colleges discussed the need for a program of advanced study for the improvement of the Extension Service. A committee was appointed to study the matter and, in the course of the following two years, this committee consulted with deans of agriculture, directors of Agricultural Extension, state leaders in home economics and officers in the Federal Extension Service. There was unanimous endorsement of the idea. The administrators in conferences identified four areas which were of major concern. These were:

A. The urgent need for a more effective program of personnel training and management.

B. The need for a more systematic, dynamic approach to the problem of program planning, execution and evaluation.

C. The improvement of organizational relationships, both internal and external.

D. The lack of a complete up-to-date evaluation and assessment of the functions and responsibilities of the Cooperative Extension Service.

A proposal for the establishment of a National Agricultural Extension Center for Advanced Study was prepared and submitted to the W. K. Kellogg

Foundation in November 1954. The proposal included, among other things, the following:

II. Project Proposal

In order to make a major step forward toward the solution of these problems and thereby provide an improved Extension Service for rural America, it is proposed:

A. That a National Agricultural Extension Center for Advanced Study be established on the campus of some college or university for the purpose of training Extension administrators and potential administrators, and for the additional purpose of identifying and attacking common problems which limit the effectiveness of the various Agricultural Extension Services.

Initial efforts of the National Extension Center will be directed toward three broad problem areas:

1. Personnel Training and Management

The Center will provide learning opportunities concerning the principles of administration as they pertain to personnel training and management in the Agricultural Extension Service. Such learning opportunities will be provided through a competent staff by emphasizing (1) the mobilization of the best available knowledge in this area, (2) obtaining the services of personnel within and without the Extension Service who possess such special administrative experience and knowledge, and (3) developing research projects and appropriate courses, workshops, and conferences pertaining to Extension administration and personnel training and management.

2. Extension Program Planning

The Center will provide opportunity to use skills of problem-solving techniques and the principles of human relations in order to help Extension personnel learn how to identify and solve the problems of programming, with particular reference to: (1) helping people we serve identify their own needs; (2) formulating a program to satisfy these needs; (3) implementing the program; (4) involving people in programming; (5) communicating the program to and with people; and (6) evaluating the program.

This objective can be realized by: (1) assembling what is already known about helping people identify their own needs; (2) providing a knowledge of human relations through workshops and conferences, short courses, regular courses, and the dissemination of such information; (3) determining the need for research in this area and providing it, if necessary; (4) identifying and acquainting others with the best practices in program planning through the use of other arrangements, such as the National Project in Agricultural Communications; (5) developing through pilot demonstrations a system of planning, evaluating, and reporting the progress of the people-at-large in program planning; and (6) an intensive review of current Extension methods and techniques and a mobilization of the most effective known techniques for teaching.

3. Organizational Relationships

The Center will assist Extension personnel in locating and using principles of administrative and organizational structure to create more effective Extension operations as a result of improved working relationships.

This objective can best be achieved by assembling what is already available in reference to organizational principles, and relating them to the particular organizational relationships of the Agricultural Extension Service, through employing (1) rotating staff of specialists and consultants, (2) case studies, (3) determining of criteria of workable organizational patterns, and (4) developing sensitivity, understanding,and skills in personal relationships.

In addition to the above-mentioned three areas, the Center should both sponsor and assist such activities as would serve the training needs of Extension administrators and the solution of Extension's problems. Among these the Center should consider the development of some process whereby the proper role of the Agricultural Extension Service in modern society might be reviewed. The desirability of re-examining and re-appraising the functions and responsibilities of the Agricultural Extension Service is recognized. This analysis could well include evaluation and study by people largely outside the immediate organization.

B. That an Advisory Board of ten individuals be appointed in accordance with the procedure of the Association of Land-Grant Colleges and Universities. It is recommended that this Board be composed of one Extension Director from each of the four regions, two Deans of Agriculture, one Dean of Home Economics, two Presidents of Colleges or Universities, and the Extension Administrator, United States Department of Agriculture. An eleventh member, to be selected by the President of the site institution, shall serve as the representative of the site institution.

C. That the Center assume responsibility for the following basic operations: (1) academic training, short courses, workshops, conferences, and research at the Center itself; (2) pilot studies and demonstrations located away from the Center; and (3) assembling and dissemination of information accumulated at the Center.

D. That the Center be staffed with a small permanent staff of highly competent administrators and organizers, and that "temporary staffs" of the best trained persons in the country be employed on a "loan" basis from industry, business, labor, agriculture, and educational institutions. This temporary staff could be selected upon the basis of specific abilities as they pertain to problems for study.

E. That the enrollment be normally limited to administrators (here defined as Deans, Directors, Associate Directors, Assistant Directors, State Program Leaders, Assistant State Leaders, and such other persons as may be designated by the State Directors) who would work toward the solution of common Extension problems and who might also work toward advanced degrees where such is desirable and possible.

It is contemplated that the various states will provide financial assistance to such members of their respective staffs who desire to attend the Center to the extent that resources and institutional policies permit. However, in order to provide uniform training opportunities it is essential that a program of fellowships be established. While it is anticipated that much assistance in this area will be forthcoming from other sources it is nevertheless believed that a "core" of fellowships should be provided by the Center. Since there is such wide divergence among institutional policies regarding leaves of absence it is proposed that a total sum be made available and that the Advisory Board be empowered to determine the most fair and equitable method of awarding such fellowships. The budget requested for this item is based upon the idea of twenty full year equivalent fellowships annually for the first four years, fifteen for the fifth year, ten for the sixth year, and five for the seventh year.

F. That the Center be made possible through the cooperation of the Association of Land-Grant Colleges and Universities, the fifty-one Extension Services and the Federal Extension Office, the site institution, and the W. K. Kellogg Foundation.

It is proposed that the site institution provide the physical facilities for the Center and such resident academic staff as may be needed and appropriate;that the various Extension Services provide to their administrators attending the Center the maximum financial assistance permissable within the existing institutional policies; and that the W. K Kellogg Foundation provide a grant of $145,000 for the calendar year 1955 and succeeding grants as indicated in the budget for the six years following.

The proposal was accepted by the W. K. Kellogg Foundation, the University of Wisconsin was chosen as the site institution and the Center was established in 1955. The first Fellows began their work in February 1956. The original grant was for $1,206,000 for a seven-year period. An extension for three years was sought and obtained later so the total contribution from the W. K. Kellogg Foundation has been $1,643,000. The University of Wisconsin has supported the Center heavily in terms of space, maintenance, waivers of fees, and increasingly in staff. Individual states have added much with sabbatical and other leave arrangements, research appointments, subsidy of research projects and the like. There have been fellowships from the Sears-Roebuck, S and H, and John Deere Foundations and General Motors Corporation.

Need for Advanced Training

The general needs for advanced study are set forth above. Other pressures have been at work. A dozen years ago most county Extension workers and many state ones--including directors--had no more than a bachelor's degree and felt no particular need for anything more. Some directors even discouraged their staff from pursuing higher degrees. But, in the past few years there has been a tremendous push for higher levels of education in all areas. Also, with increasing specialization, development of large scale farming, agribusiness, the Extension worker found that to be of aid to the farmer or agricultural businessman he must have a more extensive education than had been necessary previously.

As the service has grown in numbers of employees and in complexity, more persons are required at the state level who will hold positions of relatively high rank and salary. Persons are needed who can administer programs which are highly technical in nature. So, at all levels of Extension more training is needed.

Need for Status

As people get more training and hold higher positions, they feel the need for higher status. Cooperative Extension, as it developed, seemed to be attached to but not really a part of the university. It has been financed by contributions from the federal government, the states and the counties. Though administered through the College of Agriculture, its staff has been employed upon criteria different from that of the resident faculty, paid on a different salary scale, retired under a different system. While those active in Extension often considered themselves as engaged in education, they were not teachers as such. They gave no courses for credit, rarely engaged in research. Though many worked with youth, they may have had no course in adolescent psychology.

The Cooperative Extension worker--except at the highest administrative levels--did not feel that he was really a member of the university staff and the "regular" staff had a dim, if any, awareness of his existence. (The writer recalls the surprise with which a faculty greeted the announcement that Extension people had a vote on the question of the university going under Social Security.) Cooperative Extension people were not responsible to academic departments. Their function was to pass on through meetings, bulletins, demonstrations, and personal advice the developments in agriculture and home economics in order to effect practical improvements on the farm and in the home. Their interest was directed to rural conditions. (The first sentence in the proposal to the W. K. Kellogg Foundation says, ". . . provide improved Extension Service for rural America.") They constituted the liaison between farmer and experiment station.

Just as the Agricultural College has striven to achieve status in the university community, so Extension has developed to the point where it needs status within the College of Agriculture--and in the University. As the tendency toward mergers increases, the need of Cooperative Extension to be accepted on a par with other areas of the university becomes more acute.

In some places Extension has reached toward status by having its own ranks, so in a given university there may be professors and Extension professors. The two kinds of professors are appointed on different criteria--the Extension professor may not have a doctorate, may have done no research, have no publications. Such an arrangement is preferred by some, equal pay and rank are achieved, and the nature of Extension work is such, in many instances, that solid research is exceedingly difficult, if not impossible, and publications, if any, are not of the kind which command enthusiasm of the ordinary graduate faculty. However, such a plan does indicate two classes of academic citizenship.

It is understandable, then, and commendable that Extension personnel should desire the opportunity to upgrade themselves. Their relationship with those with whom they were more and more going to work could be adequately effected only as they could work together as equals.

So,not only was there need for the Center as a place where the leader in Extension could become more efficient, where he could keep up-to-date in Extension teachings, where he could acquire new understanding and new methods in solving problems, and where he could become more skillful in organizational relationship, but it was needed also as a place where he could achieve academic status which would enhance his prestige in the field and enable him to work as an equal with the staff of other departments of the university.

As the movement toward mergers has gone forward, this necessity for status is all the more apparent. You may swallow your inferior,but you do not merge with him. Cooperative Extension has, with its years of experience, an organization which has shown itself to be highly effective. But it is difficult to persuade academic people to work under the direction of those they consider their academic inferiors. The Ph.D. is an equalizer at a high level.

In summary, it can be said that the desirability for a Center for Advanced Study resulted from three needs: (1) the need to more effectively organize and administer a service which was rapidly increasing in size and complexity; (2) the need for personal improvement; (3) the need to obtain status in the academic community.

Fellows Participating

Although the wording of the proposal implied that study toward an advanced degree was a secondary purpose* of the Center, it has, in fact, been of first importance. Eight persons were granted fellowships and commenced their studies February 1, 1956,and 20 more took up their work the following summer. As of July 1, 1966, 85 persons have received the Ph.D. degree and 83 have received the master's degree. Degrees have been granted to persons from 45 states, the Federal Extension Service, Puerto Rico and Lebanon. Four of the five states from which no one has come to the Center are in New England. There have been five non-degree Fellows. A very few, perhaps four or five, are not at the moment actively working on their projects and may or may not return to complete the requirements for a degree.

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*"That the enrollment be normally limited to administrators (here defined as Deans, Directors, Associate Directors, Assistant Directors, State Program Leaders, Assistant State Leaders, and such other persons as may be designated by the State Directors) who would work toward the solution of common Extension problems and who might also work toward advanced degrees where such is desirable."

Fellowships

The fellowships established by the Center have been generous. Sums of $400 a month for 10 or 12 months have been allowed. The policy has taken into account amounts the Fellow received from his home university in terms of sabbatical leave or other grants or allowances. The intent has been to make it possible for the Fellow to pursue his course relatively free from financial strain and from the necessity of time and energies divided between studies and tasks performed in return for moneys received.

Need for Fellowships

Most of the Fellows report that they could not have possibly gone on to the advanced degree had it not been for the fellowship. This is true of a good many who are now occupying places of great responsibility. A few say that perhaps they could have financed their own graduate study but probably would not have done so. A very few would definitely have gone on "on their own" but might not have been able to go as soon or as far as they did. One or two would have quite certainly gone on with graduate work but in some other field.

From their testimony it is evident that a large number of the Fellows would not be where they are now were it not for the degree and that they could not have gotten the degree without the fellowship. Others are confident that they are now much more likely to be promoted.

Nature of the Fellows

The policy of the Center has been to consider for fellowships only those who have been recommended by their dean and director, who are committed to return to their state for at least a year and for whom a position is being held in that state. Keeping in mind the emphasis on administrative support, it was assumed that no person not already having administrative responsibilities would be recommended unless his director had definitely in mind the promotion to such a position. These restrictions have kept some directors from nominating certain very able individuals. No position was in sight to which they could be promoted. Other directors interpreted the rule to include those who have potential for administrative positions.

It would have been well had there been more agreement on this provision. The restriction also prevented from becoming an applicant for a fellowship a person who had high confidence in himself and who was willing to take his chance of finding employment upon receiving a degree. Some highly desirable candidates were, therefore, lost. After the first few years, the conditions for acceptance have, on occasion, been somewhat relaxed.

All candidates have been required to meet the registration requirements for admission to the Graduate School of the University of Wisconsin. In some instances, persons were admitted on probation. These received no stipends until they could be accepted in full standing. Some applicants could not meet the required standards. Some were advised to go no further than the master's degree. A few have not completed the requirements for the degree.

How Selected

The manners by which candidates have been selected are various. In many instances, administrators discussed the possibilities with persons whom they considered to be especially competent. Sometimes these had heard about the Center and had indicated a desire to be considered for a Center Fellowship. Occasionally it has amounted to a "call from God"--the director being God. A director just announced to a person that he was to go. One individual who had never heard of the Center nor contemplated further work was told that recommendations had been sent in and to be prepared to leave in three months for a year at Madison. Another was told that he had to get the Ph.D. and that the Center was the place to get it. He had not been sure that he wanted a Ph.D. and if he did, he was not at all sure he wanted it in Agricultural Extension Administration. But he went--and made an excellent record.

Academic Competence and Background

A study of the Fellows in residence during the year 1959-60* showed that the average age was about 38 years. There was no change in the average in 1965-66. This means that for the most of them it had been 15 years or more since they had engaged in systematic study. Most of them had been in the Extension service a large part or all of this time. The absence of practice in study habits may account in part, at least, for the fact that they scored somewhat below the average graduate student on such a test as the Miller's Analogies and that they were only a little above the sophomore level on achievement tests. All had been graduated from agricultural colleges and had a rather limited background in general education. Many had had little or nothing in the way of a foreign language.

However, further study showed that in classes in which they were in competition with graduate students in other areas of the University, they held their own.

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*"An Evaluation of the National Agricultural Extension Center for Advanced Study" in Fifth Annual Report of National Agricultural Extension Center for Advanced Study, July 1960, p. 20.

Motivation

The writer, who has been in university work for more than 50 years, has rarely, if ever, seen a group as highly motivated as those of the Center. First of all, they would not have been there at their age and stage of experience and professional attainment were it not that they saw the possibilities of real self-improvement. They were established, most of them with families. They had been recommended by their deans and directors. The staff of which they were a part knew where they were, what they were doing, and that they were expected to return prepared to do a better job and, sooner or later, to be promoted. Their situation was quite different from the student who goes straight on from one degree to another before becoming employed or who continues studies to avoid the draft. They had to succeed. They worked long hours, they helped each other, their lunch periods were informal seminars. The instructors have been, of course, aware of the circumstances and have given generously of their time. There have been a few, to be sure, for whom the work was easy and who went little beyond the line of duty, but there have been very few of these.

Significance of Motivation

The conditions described raise an important educational issue. Quite a few of the Center Fellows would have been summarily rejected on the basis of their records and of such tests as the Miller's Analogies. Yet, under the highly motivating conditions and with especial support from the faculty, they made good, some excellent, records at the University and have been successful in their work since receiving their degrees. Some are now in very responsible positions.

To what extent can hard work and motivation compensate for inferior ability or training, disuse of earlier education? What is the justifiable limit of faculty time and effort? Was it merely motivation or maturity and experience in practical situations which were the determining factors in these cases? How can we determine the relative values of all these influences? If the Center be continued or reorganized, these factors should not be overlooked.

A Special Weakness

There have been complaints that some who have received degrees--even the Ph.D.--from the Center have been seriously weak in their ability to express themselves clearly and grammatically in speech or writing or both. This, of course, does not apply to all. Some have very high abilities in these respects, but the defect is common enough to cause considerable comment. It is not pertinent to remark that this difficulty is not peculiar to those in Cooperative Extension. It *is* pertinent to question the appropriateness of the Ph.D. for one whose speech errors in grammar are frequent and glaring. Cooperative Extension individuals, as others, learned their spoken English, for the most part, at home. Possibly Extension persons have deliberately cultivated improper speech in order "to talk like farmers." In that case, they should have had a little child to tell them to deliberately learn to"not talk like farmers," indeed, to notice that that is not the way all farmers talk.

Written English is learned primarily at school. As much as we might wish otherwise, some have not learned it up to the time they enter the Graduate School. It may be agreed that it is not the duty of a graduate department to teach one to write. It may, however, be appropriate to refuse to give its certification to those who cannot.

Relation to the University of Wisconsin

One or two deans and directors have questioned the value of the Center on the basis that it is an independent unit whereas any educational program should be an integral part of a university. It is true that it is, in a sense, an independent unit. It became immediately apparent, however, that in the procurement of staff and in the multifarious details of maintenance as well as in the significance of its degrees it would be much more advantageous if joint appointments were made with established departments and that it be organized as an integral part of the University of Wisconsin. The Center, from the first, has functioned as a unit in the College of Agriculture and is responsible to the Dean of that College. The degrees received by the Fellows are awarded by the Graduate School according to the rules applied to all other students of the University. There has been an Advisory Committee of the University representing various colleges and departments interested in the program of the Center. It is, then, a National Center developed under the aegis of the National Association of State Universities and Land-Grant Colleges, advised by a National Advisory Board, and working in close cooperation with the FES and the Extension divisions of the various states, and, at the same time, an integral part of the University of Wisconsin, its staff, members of the University faculty and its degrees supervised by the Graduate School.

Students may, and increasingly do, have minors in established departments and, in one case, at least, a student has a major.

The Staff

The Center has been plagued by the difficulty of obtaining and retaining staff. It has been a purpose to have both persons who were training orientated and who were discipline orientated. Some exceedingly capable persons from discipline areas have been at the Center for a couple of years but could not be kept for an extended period. They have returned to their former institutions where enticing opportunities were presented to them. "Leading men" in the field of Agricultural Extension Administration were almost non-existent. No institution had given courses to train such men. To the extent to which they did exist, they were in positions from which they could not be tempted. As a result, the Center had, in a sense, to make its own tools and almost from the first, major positions on the staff have been occupied by individuals who had just received their degrees from the Center. These have been competent persons but may not have had experience as college teachers and usually had no research experience other than that done in preparation of their own theses.

These former Fellows have done good work as staff members, have attained rapid recognition,and have been made such attractive offers to go elsewhere that they could not refuse. It is greatly to the credit of the Center that it has so trained persons that other people want them, but it has made it difficult to keep its own positions filled.

As in any organization, conflicting personalities may have operated occasionally to affect staff relationships.

The constant staff turnover has meant a tremendous overload on the Director who has had to spend much time in recruiting staff and who has had to take over the supervision of research started by someone else and to care for many details which normally would have been delegated. It has prevented the development of large, on-going research projects in the Center. It has handicapped students who have had to collect data for and to write their theses, in many cases, under two and sometimes three advisors. During much of the time there has been at least one staff position unfilled, resulting in certain areas, e.g., home economics, being without anyone competent to direct research. It is amazing that students have made as little complaint as they have on this score.

On the other hand, several who are members of established departments and who have given part time to the Center have been permanently on the staff and have given very valuable service in course offerings, in directing research, and in helping to determine Center policies. Further, the interdisciplinary nature of the program has made it possible to choose other faculty members over the University to act as chairmen or members of research committees thus, contributing to the strength of the Center and proving the wisdom of selecting as the site institution a large comprehensive university.

It can be said in general that the staff has been of high quality. Excellent professors from other institutions have been on the staff from one to three years. Excellent ones from the University of Wisconsin have given much assistance to Center students. Fellows who have been retained on the staff, helped perhaps by the intense desire to do well in new positions of great responsibility, have received high ratings from their students. Indeed, they have done so well they have been recruited away from the Center. In this respect, the Center has provided an additional opportunity and experience to help these individuals achieve their professional objectives.

It would seem that the establishment of a permanent staff is a matter of major if not crucial importance for the Center. The maintenance of such a staff can be accomplished only if there can be assurance that the position is permanent. This permanency cannot depend upon the recurring application to outside sources for funds.

The Curriculum

The "core" curriculum pursued by nearly all students of the Center has consisted of courses in administration, supervision, program planning, personnel management, research design and statistics. In recent years a second course in statistics has usually been included for doctoral candidates. Beyond these, many have included work in areas such as human learning, political science, agricultural economics, rural sociology, commerce, adult education, home economics, agricultural journalism. The plan has been to tailor-make the program to suit the needs of individuals who have had very different backgrounds of education and experience. This interdisciplinary feature is rated by Fellows as one of the most valuable aspects of the program. Many students have been able in this way not only to get courses of especial practical value to them but to fill in gaps in their general education. Most students now include in their programs a minor in some substantive area.

Especially valuable have been the Washington Seminars where a group of Fellows have gone to Washington, D. C., for a week, meeting with administrators of USDA, officials of the National Association of State Universities and Land-Grant Colleges, the Department of Health, Education and Welfare, and persons from the House of Representatives and Senate; have gone to committee hearings; visited such places as the Bureau of Standards and the Brookings Institution.

There have been various research and special seminars. For example, in 1964-65 there was a Seminar in Adult Education in which the philosophies and purposes of all off-campus informal educational programs in certain institutions were examined. A Forum Seminar series was introduced the last few years which presented persons from inside and outside the Center for the discussion of problems relating to Agricultural Extension in American society and the challenge to off-campus education. The wealth of seminars, symposia, lectures, conferences, as well as theatrical performances, concerts, fine arts displays, athletic events and the like found at the University of Wisconsin provide never ending curricular and extra curricular opportunities.

Very few Fellows or directors have been able to see value in the requirement of foreign languages for the doctor's degree. Recently the Graduate School has adopted a plan allowing the departments to determine the requirements as to languages. It is likely that in the future no more than one language will be needed.

The work at the Center, as would be expected, has been orientated toward the needs of Cooperative Extension and the courses, in addition to theoretical principles, have also given much time to how to solve problems. The degrees have been in Agricultural Extension Administration.*

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*Additional discussion of the curriculum and research is found in the section "Criticisms and Questions."

The Research

The graduate research done at the Center has been primarily applied rather than basic. This is what the Center was commissioned to do. A study of the original proposal to the W. K. Kellogg Foundation and of the report of the Research Planning Conference indicates that practical research was uppermost in the minds of those who helped establish the Center. All of those securing the Ph.D. degree and most of those getting the master's degree wrote theses (some of the Masters submitted "papers"). The topics of these theses have been distributed over all of the areas emphasized at the Center--administration, supervision, program planning, personnel management, 4-H Club Work, evaluation, home economics, and the like.

Staff research has been considerable, though less than had been hoped for. Two studies were carried out in cooperation with the Wisconsin Experiment Station. At the formal request of a subcommittee of ECOP, with financial support from FES, Division of Research and Training, a study was made of the administrative organizational structure, the operational procedures, the policies, the personnel, and other related factors involved in or related to educational work being done by the Cooperative Extension Service in selected states in the field of marketing. W. Keith Warner of the Department of Rural Sociology is being supported by the Center for a Study on the Effectiveness of Organizations, and Visiting Professor Daniel C. Pfannstiel, supported by a grant from the Special Needs Funds, FES, has continued a study begun in Texas on Determining the Most Effective Methods for Reaching Mexican-American Families with Extension Educational Programs.

Directors and graduates report many uses to which results of studies at the Center have been put. They also voice some criticisms of the research.

OTHER CENTER ACTIVITIES

There have been many activities of the Center other than those relating to the graduate program. Some of those having particular interest will be mentioned.

Administrative Seminars

Four administrative seminars (the first was called a workshop) have been held at Madison,* cosponsored by the state Extension services, the Federal Extension Service of the USDA, and the Center. These have been planned by a committee of ECOP with Director Clark and sometimes another staff member representing the Center. The Center has assumed major responsibility for staffing, conducting the seminars, for housing, and for preparation of the programs and proceedings. Directors and state leaders have been invited. At three of the seminars 58 or more persons from 38 or 40 states were present. At one

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*Fifth Annual Administrative Workshop - April 16-26, 1956
Purposes:
- Principles and pertinent facts on major problems in the area of Extension administration as identified by state directors of Extension and the Federal Extension Service
- Help delegates find the format and plans to solve some of their major problems
- Make available accumulated literature and knowledge to help solve problems of administration and enlarge the reference list in basic principles for use in advanced study in this field.

Sixth National Cooperative Extension Administrative Seminar - August 16-17,1959
Topics Discussed:
- Expanding responsibilities of Cooperative Extension administrators in the Land-Grant Institutions
- Assessing and developing executive leadership
- Administrative theory
- Adjusting formal organization to current program responsibilities
- Communication in administration

Seventh National Cooperative Extension Administrative Seminar - Apr. 30-May 4,1962
Theme: Organizational Climate of Cooperative Extension

Eighth National Cooperative Extension Administrative Seminar - May 3-6,1965
Theme: Trends in Cooperative Extension work within the Land-Grant Universities

there were 30 individuals from 24 states. In these seminars questions of both practical and theoretical nature have been discussed relatively unhurriedly by those from business, government, and education as well as by those in Extension. There has been uniformly high praise for these seminars. Some directors would prefer that directors only be invited or that there be some separate sessions for state leaders where they would talk more freely.

Supervisory Workshops

The Center, in cooperation with committees from states and FES, has planned, staffed and conducted ten regional supervisory workshops. These have been located in various parts of the country and have served from four to twelve states each with attendance ranging from 37-94 persons. Such topics as those relating to the role of middle management, use of tests in personnel work, relations with superiors, principles of program development, training and evaluation, principles of administrative organization have been discussed. Leaders have included those from business, industry, sociology, psychology and the like as well as those from Cooperative Extension.

Policies as to the support of these workshops have varied somewhat from time to time. The Center has contributed the services of its staff and sometimes paid others who have appeared on the programs. These workshops have also been highly valued. Many have expressed the wish that there might be more of them.

Conferences

The Center has sponsored a National Symposium in Home Demonstration Work which was attended by 110 persons from 45 states. In 1956, it set up a conference to identify areas of research in Cooperative Extension. There has been a special interest seminar for directors, a seminar in performance appraisal, a post-graduate seminar when 33 graduates returned to discuss the effect of change in Extension programs, a national seminar for state 4-H Club leaders. The Center cosponsored with the Iowa Center for Agricultural and Economic Development, Farm Foundation and NCR4 a conference in Chicago on "Structural Changes in Commercial Agriculture."

Committees, Consultants and Speakers

The Center staff has served on many national committees and has sent consultants and speakers to a large number of local, state, regional, and national conferences and workshops. To list all of these assignments would not be feasible. They number at least 250.

Summer Courses in Supervision of Extension Programs

For serveral years the Center offered a course at the request of Extension directors and ECOP entitled "Supervision of Extension Programs," at the three-week Regional Extension Summer School at Wisconsin. This three-week school was discontinued. The course was not offered at Wisconsin in 1965. However, it is again being presented at Wisconsin as a four-week,four-credit graduate level course for the summer of 1966. Center scholarships are given to students from the United States, Canada or other foreign countries who can qualify for admission to the Graduate School.

Publications

One of the goals of the Center has been to disseminate information and the Center has done much to fulfill this purpose. It has published 31 books, monographs and pamphlets in the fields of administration, supervision, program development, home economics and 4-H Club work. Twenty-seven of these are now available. All are in paper covers and vary in length from 16 to 220 pages. Some of these are summaries of research, some are edited compilations of papers or addresses; one is a book of readings. Ten are written under specific authorship, three of these ten constituting a series of monographs relating to personnel management.

A moderate charge is made for several of the volumes and the publication program is approximately self-supporting. A few of the publications have been widely distributed. One has been translated into Spanish and Portugese. Two have been used as texts. Requests for publications have come from such places as the Foreign Agricultural Seminar, Ford Foundation, Rockefeller Foundation, International Cooperation Administration.

A book, The Cooperative Extension Service, published by Prentice-Hall, has Dr. Clark as a coeditor and contributor and has contributions from eight Center Fellows.

Journal of Cooperative Extension

The Journal of Cooperative Extension is not technically an activity of the Center but the Center was very active in its development and continues to be closely associated with it. Director Clark was one of the first to express the need for such a journal. After consideration had been given by the National Association of State Universities and Land-Grant Colleges and other groups to the proposal, the Center was asked to make a study of the kinds of articles which might be included, to prepare a dummy issue to be sent to Extension personnel, and, in general, to survey the feasibility of the publication. The Center financed this exploratory work at a cost of about $38,750. The choice of the University of Wisconsin as the site institution for the Journal was undoubtedly strongly influenced by the presence there of the Center. The University assigned to the Center the responsibility of editing and managing the Journal--the first editor being paid from Center funds and the managing editor by the Journal. The present editor (who is also the managing editor) is on regular University appointment to the Center staff and gives certain services to the Center although his salary comes from the Journal and his primary responsibility is to it.

Volumes I, II, and III, of four issues each, have been published. It is the first professional journal of Cooperative Extension. Staff members and Fellows are among those who have contributed papers. The fact that it is now being financed by individual and organization subscriptions speaks well for the valuable purpose it is servicing.

News Letter

A News Letter from the Center has been published at somewhat irregular intervals. Only one issue appeared in 1965 and none so far in 1966. This News Letter has given general information about the Center and, through the issue of August 1962, contained abstracts of research studies completed. It was originally proposed that the Center staff would select certain abstracts of theses to be mimeographed and distributed. Apparently the publication of all abstracts in the News Letter was substituted for that policy. Since 1962 theses titles only have been given. In allowing the News Letter to decline, the Center has lost its closest tie with its graduates. This is unfortunate.

II

FINANCIAL SUPPORT

The principal financial support of the Center has come from the W. K. Kellogg Foundation who made an original grant of $1,206,000 for a seven-year period. An extension for three years was obtained so the total contribution from them has been $1,643,000. The University of Wisconsin from the beginning has provided office space, maintenance, waiver of fees, handling of funds and the like and increasingly has paid salaries of staff. In 1964-65 the University paid $87,000 or 35.2% of the costs of the Center.

Home institution support of Fellows has varied from state to state. Some institutions do not allow a staff member to use his sabbatical leave to work for an advanced degree. Others urge their staff to do so. Most states cannot give financial aid to those working outside the state but can and will pay expenses for travel, and perhaps, part salary of those doing research within the state. (This sometimes determines the type of problem chosen for research.)

The states have more and more recognized that they should have a larger share in providing opportunities for the professional training of their staff and in 1964-65 they contributed $45,543 or 18.4% of the expense of the Center.

For the past three years there have been fellowships from S & H, John Deere, and Sears-Roebuck Foundations and General Motors Corporation.

Other sources have accounted for eight to ten per cent of the costs of operating the Center.

It is difficult to estimate the cost to students themselves. The actual out-of-pocket expense has been relatively low--perhaps less than $1,000 a year per student. The loss in terms of salary not received may have been compensated for by an increase of salary after securing the degree.

Table 1 shows the financial support provided state Extension services and the Federal office from W. K. Kellogg Foundation and other funds for fellowships and research, February 1956-June 30, 1966. It will be noticed that five states, four of them in New England, have sent no fellows to the Center and have not done any research in which the Center participated. It may be mentioned, however, that these states have participated in some of the seminars, workshops, and conferences. The five states which have been supported most heavily are Michigan, Nebraska, Arkansas, Wisconsin, and Kansas.

Of course, those states from which the largest number of students have come have received the greatest assistance.

Conclusions as to Finances

Five conclusions stand out with respect to financing the Center:

1. The W. K. Kellogg Foundation is to be given credit as the primary factor in an exceedingly successful venture.
2. There will be a continuing need for substantial support of those working for advanced degrees.
3. Permanent support of such a program as that of the Center cannot depend on recurring requests for grants from foundations.
4. Students will be called upon to assume more of the costs.
5. The University of Wisconsin and the states (perhaps the federal government) must find some way to increase their share of the costs.

Table 1.
FINANCIAL SUPPORT PROVIDED STATE EXTENSION SERVICES AND FEDERAL OFFICE FROM W. K. KELLOGG FOUNDATION AND OTHER FUNDS* FOR FELLOWSHIPS AND RESEARCH
FEBRUARY 1956 - JUNE 30, 1966

States Grouped by Regions	Total Financial Support	Total Amount of Funds for Fellowships	Total Support for Research[1]
Northeast			
Connecticut	-	-	-
Delaware	$ 8,948.24	$ 8,400.00	$ 548.24
Maine	6,000.00	6,000.00	-
Maryland	11,917.26	11,750.00	167.26
Massachusetts	15,150.00	15,100.00	50.00
New Jersey	15,112.00	15,100.00	12.00
New Hampshire	-	-	-
New York	6,500.00	6,500.00	-
Pennsylvania	21,247.55	21,247.55	-
Rhode Island	-	-	-
Vermont	-	-	-
West Virginia	14,376.25	14,155.99	220.26
	$ 99,251.30	$ 98,253.54	$ 997.76
North Central			
Illinois	10,600.00	10,600.00	-
Indiana	22,045.92	21,796.75	249.17
Iowa	19,244.21	19,200.00	44.21
Kansas	43,088.20	41,650.00	1,438.20
Michigan	47,588.71	47,055.00	533.71
Minnesota	24,182.25	24,182.25	-
Missouri	22,745.33	22,450.00	295.33
Nebraska	46,949.27	46,368.00	581.27
N. Dakota	7,614.70	7,000.00	614.70
Ohio	13,290.81	13,200.00	90.81
S. Dakota	4,340.00	4,340.00	-
Wisconsin	42,363.39	41,324.14	1,039.25
	$ 304,052.79	$ 299,166.14	$ 4,886.65

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*Includes fellowships from Sears-Roebuck, S & H and John Deere Foundations and General Motors Corporation.

Table 1 (Continued)

States Grouped by Regions	Total Financial Support	Total Amount of Funds for Fellowships	Total Support for Research[1]
Southern			
Alabama	$ 26,633.70	$ 25,366.64	$ 1,267.06
Arkansas	42,749.36	42,258.05	491.31
Florida	18,271.69	18,000.00	271.69
Georgia	-	-	-
Kentucky	40,614.10	38,986.25	1,627.85
Louisiana	15,325.80	14,600.00	725.80
Mississippi	8,650.00	8,650.00	-
North Carolina	35,155.70	35,050.00	105.70
Oklahoma	17,473.26	17,473.26	-
Puerto Rico	7,346.63	7,346.63	-
South Carolina	16,394.53	16,074.00	320.53
Tennessee	7,009.50	7,009.50	-
Texas	37,433.40	37,300.00	133.40
Virginia	32,785.77	32,380.00	405.77
	$ 305,843.44	$ 300,494.33	$ 5,349.11
Western			
Alaska	9,038.77	8,600.00	438.77
Arizona	10,150.00	10,150.00	-
California	17,479.93	16,738.38	741.55
Colorado	10,862.21	10,350.00	512.21
Hawaii	2,300.00	2,300.00	-
Idaho	8,600.00	8,600.00	-
Montana	15,861.59	15,400.00	461.59
Nevada	1,400.00	1,400.00	-
New Mexico	8,700.00	8,700.00	-
Oregon	17,727.79	17,200.00	527.79
Utah	28,190.22	27,120.00	1,070.22
Washington	23,000.00	23,000.00	-
Wyoming	2,400.00	2,400.00	-
	$ 155,710.51	$ 151,958.38	$ 3,752.13
Federal Extension	9,273.87	8,990.00	283.87
Grand Totals	$ 874,131.91	$ 858,862.39	$ 15,269.52

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[1] The University of Wisconsin Graduate School financed the cost of University of Wisconsin Computing Center facilities used by Center Fellows for the cost involved in use of machine and staff time for analysis of data.

III

IMPACT OF THE CENTER

The real significance of this report lies in the attempt to convey some adequate idea of the amazing influence which, in only eleven years, the Center has had on Cooperative Extension. There is hardly any aspect of the service which has not felt its effect. It is not forgotten that other influences have been at work but certainly the Center has been in the lead of these forces and has furnished much of the driving power.

Interest of Many Leaders

First of all, chronologically, the idea of the Center, its consideration and implementation, the Conference on Needed Research which was held as the program got underway, these all brought to bear the thinking of leaders in Cooperative Extension on one of its most important problems. The proposal for the Center was submitted to all of the directors in the country, to the National Association of State Universities and Land-Grant Colleges, the Federal Extension Service, ECOP, and especially its subcommittee, who gave it careful thought.

As the Center program has gone on, the National Advisory Board with its changing membership has considered all major policies and issues. Reports have been made regularly to the National Association of State Universities and Land-Grant Colleges. All of this thought and the advice and counsel arising from it have not only led to cooperation with the Center in its program but have kept constantly in the minds of those in the service the problem of self-improvement.

Report on Center Fellows

Positions Held

The most obvious and probably the most important portion of the Center's program is its preparation of graduate students. Up until June 1966, the Center had graduated 85 Fellows with the Ph.D. and 83 with the master's degree. The Center has tried to keep full records of those who have been there but it is very difficult to maintain an accurate account of changes in positions or responsibilities of a group of this size and geographical distribution. Notification of a change in position has not always been sent to the Center. Reorganization of staff may result in a new title without much change in activities. Table I (Appendix) shows the degrees which have been granted, the titles of theses, the positions held by Fellows at the time of their appointment and their present positions.

It is difficult to categorize these persons by position. The same function seems to be served in different states under different titles. One in a small state may have a higher title and less responsibility than one in a large state. The following listing may not be quite the same as if it were done by someone else. The important thing is that most have changed titles and, it is assumed, have been moved to higher levels.

Sixteen persons have received both the master's and doctor's degrees. The classification is of the present time, so some of the positions now occupied by those listed under Masters may not have been attained until after they received the doctor's degree.

Table 2
POSITIONS AT PRESENT HELD BY THOSE RECEIVING DEGREES FROM THE CENTER

Position	Ph.D.	M.S.
Vice-President of University	1	
Dean	2	
Director	4	
Associate Director	3	3
Assistant to Director	1	
Assistant Director	14	6
FES	2	1
State Leader	14	9
Trg. & Research Officer	13	6
Dist. Supervisor	7	25
Editor	4	1
Foreign Service	4	3
State Specialist	6	16
County Agent	1	3
General Extension	2	1
Area Specialist	2	
Chairman of Department	4	
Dir. of Admission & Records	1	
Adv., Home Service, Farmers' Rural Electric		1
Homemaker		4
Retired		3
Deceased		1

There have been many promotions from assistant to associate directors; from county to state leader. There are at least nine professors, eight associate professors, and two assistant professors.

It is, of course, impossible to objectively measure the effect of turning back into Agricultural Extension 158 persons with one to three years of additional study, but just the notation of the positions held by these persons creates the impression that their influence must be immense and that the Center has contributed most effectively in the general upgrading of the Cooperative Extension Service.

Added Responsibilities

One who has received the doctor's degree is frequently given added responsibilities even though the title of his position remains unchanged. Several are now serving on the graduate committees of persons working for advanced degrees; some are directing research; a good many are teaching one or more courses in a Department of Agriculture in their own university and several teach in summer or winter schools in other institutions--none of these assignments being held before receiving the advanced degree.

In some instances, the returning Fellow has found himself almost immediately appointed to university committees thereby becoming the representative of the Extension Service and perhaps of the Agricultural College in all-university policy making. A director who does not have the Ph.D. may ask him to take over some functions previously exercised by the director himself.

Assignments to state and national committees, invitations to represent the university and perhaps to give addresses at conferences also have come.

An especial example of the national impact of the Center is, that of 15 states cooperating on the National curriculum study, eight are represented by former Fellows.

Mobility

These changes in titles and duties do not constitute the whole story. Quite a few of the Fellows have moved to new states since being at the Center; some have served or are serving in foreign countries. In the past, almost all of the Agricultural Extension people remained permanently in the state where they did their college work. Most of them still do so. It is to be expected, however, that when an administrator is looking for one to fill a position, he thinks of those with whom he has been associated. One effect of the Center has been to increase the mobility of Extension workers. This may be hard on certain directors but it is undoubtedly good for the Service.

Upgrading of the Service*

Increase in Ph.D.'s

One of the most significant changes in Cooperative Extension in the past 10 years has been the upgrading of those who are working in the field. In 1952, 14 or 15 directors of Agricultural Extension had no more than a bachelor's degree. There were only three with only the bachelor's degree in 1965-66 and in two of these cases the associate director had a higher degree than the director--one had the master's and one the Ph.D. This suggests the likelihood that, when the time for replacement comes, a person with the doctor's degree will be sought. In 1952-53, there were 18 directors who held the doctorate--13 of them being also deans of the College of Agriculture. In 1965-66, 33 or more directors had the doctorate. Again, 13 of these were also deans although in not all cases was the same person listed as dean in each of these periods.

It is not possible to give exact figures concerning the changes in educational levels of Extension workers as states differ considerably in their classification schemes. Sometimes home economic leaders are classified under Extension administration and sometimes they are not. Similarly, state 4-H Club leaders may be listed differently in different states. But it is amply evident that the educational qualifications of Extension workers have changed greatly. From 1952-53 to 1964-65, the number of bachelor's degrees in the administrative and supervisory services had declined from approximately 61% to 28% while those with master's degrees had increased from 34% to 56% and those with Ph.D.'s from 5% to 16%. Under the classification Educational Administration there were nearly three times as many with doctor's degrees in 1965-1966 as there were in 1952-53. More than a third of those with Ph.D.'s in administrative positions are Center Fellows.

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*Data taken from: Workers in Subjects Pertaining to Agriculture in Land-Grant Colleges and Experiment Stations 1952-1953; 1964-1965; Professional Workers in State Agricultural Experiment Stations and Other Cooperating Institutions 1956-1966.

It is noted, also, that there has been a large increase in the number of those with the master's degree. As middle management persons move up, so do those who aspire to take their places.

The fact that some who wished to come to the Center could not because of low academic grades qualify for admission to the Graduate School has made many state Extension Services scrutinize the academic as well as the practical abilities of candidates much more closely than ever before. Almost all states have raised their academic requirements.

In nearly all states visited, a candidate for employment in the Extension Service must have academic standing sufficient to qualify for graduate work. If the master's degree is not actually required for employment in the Service, it is universally held as a goal to be sought and, in many states, the candidate must agree to take graduate work. Qualifications for state positions are rapidly being raised to the doctor's degree. Most of those holding positions as state leaders, assistant or associate directors say that when the time comes to replace them, a person with the doctorate will be sought. In short, those going into the Extension Service now are doing so with the definite awareness that they must do some graduate work to hold their position and that, if they aspire to go far in the Service, higher degrees are a necessity. This is immensely different from the conditions eleven years ago. Set apart from the university proper, as Cooperative Extension largely was, the degree had small prestige significance, and, indeed, some felt that a higher degree tended to separate the holder from his clientele. Two or three individuals told the inquirer that their directors not only didn't have the doctorate themselves, they preferred that their staff should not. "My director said that he would much rather that I have another year of experience than another degree." This was from one who had already had several years of experience.

Here again, the Center cannot be said to deserve all the credit for the increased interest in upgrading staff. But the Center has given focus to the movement that was in the air. The individuals who have been returned to the Service with advanced degrees constitute a direct, significant contribution to the upgrading process. The impetus which they have given to the raising of standards and to the encouragement of others to go on is perhaps even more significant.

Also in line with the times, it has become clear that in recruiting personnel, the future as well as the past requirements, educationally speaking, should be set out.

Throughout the interviews, the Center has been recognized as an important, perhaps the most important, factor in upgrading. This has confirmation in a study by Houle and Buskey* of the doctorate in adult education during the past 30 years. The degrees from the Center are included in this study. Of the 480 doctorates investigated, Wisconsin, who awarded its first degree in this field in 1954, has given 119. Columbia, which in 1936 was the first institution to have a degree in adult education, has awarded 69. Chicago, in third place and who established the degree in 1940, has given 54. The Center alone at the time of the study had granted 79 Ph.D.'s. Only 72 of these are listed in the article but this is more in eleven years than Columbia had in 30 years or Chicago, third on the list, had produced in 25 years. The article states further that Wisconsin "has produced all of the research workers in adult education." (P.143) At least two of the six so designated were Fellows.

Incentive to Others

As is true in any venture, some do things because others do. Certain individuals told the interviewer that they went to the Center because some other person whom they knew had gone. In some cases, the Fellow definitely encouraged them to go. In others, it was "if he can do it, I can and I'm not going to be left behind."

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*"The Doctorate in Adult Education 1935-1965," Cyril O. Houle and John H. Buskey, Adult Education, Spring 1966, 131-168.

There was an indirect effect present also in several instances where persons went on for further study even though they did not go to the Center.

Other Schools

Obviously, if there was a demand for upgrading of staff, there had to be some place or places for these persons to get advanced work. The Center not only had its own program, it has provided the stimulus for other schools. The proposal to the W. K. Kellogg Foundation suggested that by the seventh year "It is conceivable that the program may be advanced to the point where it would be considered desirable to decentralize the Center and proceed with Regional Centers."

The Center has not decentralized, but more than 20 universities are developing programs in which staff members in their states can get advanced work. At least three are inviting students on a nation-wide scale, none of them, however, emphasizing administration. One offers both the Ph.D. and E.D. Another expects to offer the Ph.D. before very long. All of these three schools are being set up under the guidance of former Fellows. Other former Fellows are being asked to conduct courses or give lectures at these schools. It is difficult to see where the trained leadership could have been found for these schools were it not for those prepared at the Center.

Staff to Other Positions

It has been mentioned elsewhere that a serious problem faced by the Center has been the large turnover in staff. Hard as this condition has been to meet, the Center has cause for gratification that Fellows who have been retained as members of the staff and others who have been brought to the staff are in such high demand elsewhere. In no instance has an individual gone from the Center staff to a position of lesser responsibility and future opportunity. Surely, as these individuals move into new positions, the influence of the Center is further expanded. In other words, the demand for Center trained persons is so great that there is a constant raiding of the staff itself--making for frustration of the Director of the Center but constituting another proof of its worth.

Requests for Staff

The influence of the Center is shown again by the number of inquiries it receives concerning desirable candidates for key positions in Extension throughout the country. A staff member says,"It seems that whenever a key position opens, the Center is approached for suggestions and recommendations." It has been the policy not to recommend specific students in residence or a graduate until he has been back at his home state for a year. The Center will give a list of its Fellows--present and former--and after a year it will give names of those who seem well qualified for a particular position. That the states are so eager to keep the persons who have returned to them from the Center that other states are often unable to move them is further evidence that the Center has done a satisfactory job.

A member of FES stated that they have many requests to nominate persons for positions and that his first thought is "Is there anyone from the Center who is available?"

Services to Foreign Countries

The influence of the Center is by no means limited to the United States. Indeed, in some ways its reputation abroad seems almost as great as it is in this country. It appears to be on the itinerary of almost every delegation from a country which is considering the organization, reorganization or development of its Agricultural Extension Service. Visitors have come from England, Denmark, Canada, India, New Zealand, several African countries. In one year there were visitors from Taiwan, Australia, the United Kingdom, Eire, Kenya, the Philippines. A person from another university of the United States,who is goin under contract to Brazil,has been asked by that country to familiarize himself with the Center before taking up his duties.

During the year 1964-65, 39 individuals from 14 countries were programmed by AID/W and the College of Agriculture International Programs office for instruction and personal counsel by the Center staff.

Each of the last six years, lectures have been given by representatives of the Center to a two-week course in Public Administration in Agricultural Development sponsored by USDA and AID participated in by at least 11 foreign countries.

Staff members have been invited to conferences in Canada and two members spent three weeks in Jamaica each of two years at the request of AID and the government of Jamaica.

At the moment of this writing, at least four former Fellows are on assignment in Nigeria, other Fellows have had foreign service, and Dr. Robert C. Clark, Director of the Center, is nearing the end of the first year of a two-year tour at the University of Ife, Nigeria,where he is helping develop a research and instruction program in Extension as a part of USAID, University of Wisconsin project.

Foreign Students

The Center has been an organ of the Cooperative Extension Service and the policy has been that a student should receive a fellowship only if he was on leave from his institution and was expected by his director to be ready for an administrative position upon his return. The attitude toward foreign students was made specific by the Advisory Board at its meeting in July 1963. It recommended that enrollment be limited to Cooperative Extension personnel from institutions in the United States. No foreign student has been a Fellow, but the Center has welcomed such students into its classes, has assigned office space to one or two and has counseled with them. It has awarded assistantships to a limited number whose research interest was helpful to a staff member's program and has awarded the Ph.D. to one.

Developing Countries

Various issues occur. There is no question that these students need help. Whereas a large number of agricultural colleges are sending staff to aid the developing countries it is the expected result that students from these countries will wish to come to the United States. Certainly they should be served. How may this service be done best? While a few former students have not seen problems in having foreigners in the classes, most of those queried question the advisability, especially if the students are not very proficient in the use of English. Even assuming that their competency in English is sufficient, there are major differences as to the stages of agricultural and social development in their countries, their culture, their types of government, attitudes toward officials demonstrating with their own hands,and the like. These differences are likely to be so great that either the class as a whole is waiting for the foreign group to catch up or it is moving so fast that the foreign students fail to get full value from it.

On the other hand, Americans have much to learn from the foreign students as well as much to give. If possible, perhaps there should be separate classes for foreign students in the more elementary classes and some common seminars.

If foreign students be admitted, it is especially desirable that there be some one or ones on the instructional staff who have had foreign experience, who have seen something first hand of cultures other than those of the United

States and understand something of the power structures from which these students come and to which they will return.

Developed Countries

Not all foreign countries are undeveloped. Such ones as Canada, Denmark, New Zealand have all shown interest in the Center. Students from these countries would not only profit from work here, they would enrich it.

It would seem wise to admit to the Center program a limited number of foreign students after a careful consideration of each individual's qualifications.

Other Impacts

Although mention has been made earlier of the following seminars and conferences, there will be a recapitulation here in order to emphasize the far-ranging impact of the Center.

1. Administrative Seminars--four have been held with attendance from 40 or more states
2. Supervisory Workshops--ten of these were held in various regions
3. Conference on Needed Research in Cooperative Extension
4. National Symposium in Home Demonstration Work--with 45 states represented
5. National Seminar for State 4-H Club Leaders
6. Post-Graduate Seminar
7. Conference on Structural Changes in Commercial Agriculture--sponsored with the Iowa Center for Agricultural and Economic Development, Farm Foundation and NC84
8. More than 250 engagements by staff in conferences as consultants, as members of state, regional, national committees and the like

Other Uses of Center

Publications

The Center has helped build a literature in the field by its publications and has been active in development and support of the Journal of Cooperative Extension.

Class in Supervision

The Center staff is offering a course during the University of Wisconsin Summer Session in Supervision of Extension Programs.

Students from Other Areas

Students from other areas, e.g., Extension Education and Adult Education, have enrolled in the courses offered by the Center staff.

Specific Uses

One question regularly put to those who were interviewed was: "Can you identify specifically something which has been done directly as a result of the experience at the Center?" It was anticipated that this would be a difficult question to answer. Sometimes one may say, "That was an inspiring sermon" but be unable to show anything he was inspired to do. So it is easy to say that the time at the Center was "wonderful" "I learned a lot" and still not specify any particular thing learned. The fact that a person cannot put his finger on a definite change in practice does not prove that he has received no value. Were it so, many of the courses of college would perhaps have to be dropped. But if individuals can show changes in behavior or practice as a result of training, it constitutes positive and valuable evidence.

It was rather amazing to find that most of the former Fellows and a good many of their directors could, with almost no hesitation, recount instances of values received from the Center. Some of the things mentioned follow. A few have been noted in other parts of this report. The statement "_____has put Extension Center program planning procedures into real operation in the state of______" could be made several times. Several believe that program planning has had the greatest impact, nationally speaking, of any feature of the Center.

Also, several states indicated that there has been extensive reorganization of staff according to principles developed in the course on administration. In several states, personnel forms have been modified, job analyses made, methods of evaluation developed. Two or three persons, not yet occupying positions of large administrative responsibility, indicated they had come to understand the necessity of administration and to accept rather than resist formal procedures.

Several former Fellows are now teaching courses based upon (we hope not copied from) outlines developed in similar courses at the Center. They learned at the Center how to locate and use sources of information; and, especially vaulable, something of how to judge the real worth of "authorities consulted;" how to tell if a research study was adequately designed and performed, and if conclusions drawn from it were necessary ones.

One is doing research on problems identified at the Center. Several now can help graduate students on their research. Many learned to respect research and feel the need of it before making too definite decisions. One Fellow received from the federal government a special letter of commendation as the best plan and budget for a special project received from the 50 states. He said he learned how to do this at the Center, otherwise he would have had no notion of how to go about it.

One has organized in his state a regular seminar study group. Another has developed training retreats. Still another has designed workshops.

Many have reported that their dissertation methods and results have been put into use in their home states--one that forms he developed have been used in many states. Some directors, too, said that studies had had very real practical value for them. One director,who expressed the lack of enthusiasm for questionnaires held by many others, went on to say that in a couple of instances, while answering questionnaires submitted by Center Fellows, he had gotten ideas which were very helpful to him.

Some Fellows learned how to prepare papers and to deliver them. Some felt that they developed self-confidence. This, too, was confirmed by directors; one especially referring to a member of his staff who before going to the Center was able and intelligent but who was so diffident as to be exasperating. He lacked initiative and had to be reassured at each step that he was doing what was wanted. "He came back self-confident, able and willing to carry out programs on his own, knowing when to ask for direction and help but not bothering you when he didn't need it. He is now one of the most valuable of my staff."

Reports were common of such things as appointments as liaison among various agencies, appointments to university, state, or national committees directly as a result of competencies acquired at the Center.

One sees as of great importance the establishment of relationship with many over the country with whom he can communicate concernining problems which arise.

Numerous more vague but real values were listed. "I learned to delegate authority." "I found out how to involve those under me in making decisions." "When presenting a proposal for reorganization,to submit more than one plan and let those involved discuss the relative merits." "Have become more democratic." "Have recognized and, I think, have been able to pass on to others that changes in Extension are very rapid and that these involve changes in roles and that this requires constant study and reappraisal of what one is doing."

It is quite clear that not only have the Fellows had an "enjoyable and inspiring experience" but they have returned with new knowledge, competencies and attitudes which have been put into practical use in their states and, in many instances, in other states.

Summary

As indicated at the beginning of this section, the impact of the Center has been immense. It has been the largest source of trained Extension administrators in the country. It has touched all levels of Cooperative Extension from the county agent to the director, the dean and the president of the university. It has done much to increase the prestige of Cooperative Extension in university communities. Graduates from the Center are found in the FES and graduates and staff are serving in foreign countries. It is consulted by representatives from nations all over the world. It has made major contributions to the literatures. Studies done at the Center have been put into practical application in many states. And all of this in eleven years!

IV

CRITICISMS AND QUESTIONS

The presentation up to this point has been primarily to show how the Center came into being, how it has operated, and to describe its activities. Inevitably, in such a rapidly developing program some questions will be raised and some criticisms will appear. The length of the discussions in these next pages will vary with the complexity of the problem and with the degree to which it has been touched upon elsewhere in this report.

Research

The research done at the Center has been both strongly condemned and highly commended. As has been seen under the topic Specific Uses, many of the research studies have yielded results which have been widely used. On the other hand, there has been objection that there have been too many questionnaires--used particularly for master's theses; too many replications--the same problem studies in different localities; too many "role perception" studies and so on. It is charged also that too much attention has been given to the conditions which exist rather than to search for basic principles.

The attitude toward the research may be due in part to the backgrounds of those judging it and possibly in part to a particular study which has come to attention. It is a rare department, indeed, which does not have some theses of which it is not very proud.

As an aid to the evaluation of the research of the Center we may examine the statements of policy at, or soon after, its establishment. In the proposal to the W. K. Kellogg Foundation, research is emphasized but one gets the clear impression that it is problem solving applied research which is uppermost in the thinking. The Center sponsored a Research Planning Conference at Green Bay, Wisconsin, in September, 1956 (just ½ year after the program of instruction actually began) at which suggested areas for research were discussed.

Participants at this conference were "from different levels of state Extension administration, from the Federal Extension Service, and from various social science disciplines which are most closely concerned with research relating to Extension administration."

Certain general areas of needed research were identified in the group as a whole and more specific topics or areas were defined by special committees of the conference. Almost all of the research problems listed would lead to studies of a descriptive and applied nature, e.g., one committee was charged with the task of suggesting possible research problems which, when studied, would provide the administration with basic information useful in decision making. Sample topics are: What are the present program policies and how are they determined? Sources and allocations of county funds as related to the control of salaries, operations, and employment. Is stated and implied policy in accordance with actual program operation? Does the worker know what is expected of him? Does the worker see himself in relation to the total organization and have a sense of belonging to it and acceptance by it? Personnel policy--survey of policies in various states and their development. Inter-agency relationship upon which Extension draws.

One committee stated that it "was aware that considerable variation in policy exists within and among states"--a statement which would appear to recommend replicative studies.

In the course of his address to this conference, the late President C. A. Elvehjem of the University of Wisconsin said: "It is perhaps important to emphasize that in the particular area we are studying tonight--Agricultural Extension--we have had relatively little research and relatively few people have been trained in this area. Therefore, we must go through a period when faculty advisors need to be recruited from other areas or strong individuals in the field need to be developed although they may have limited background."

In the Second Annual Report there is set forth what the Center staff, at that time, considered to be its role in conducting research. Two statements are pertinent here:

> In what areas of long-term research, both basic and applied, should each member of the staff assume leadership? It is very essential that the research efforts of graduate students fit into some sort of a "pattern" whereby findings of individual studies can be "added up" into a body of facts and principles on a given subject. Well-defined major areas of research identified with each staff member, for which able and aggressive leadership can be provided, is the Center's goal. With the completion of the permanent staff, it will become easier for each staff member to identify his interests and abilities in relation to others and to develop long-range plans that will make for efficient use of personnel and funds.
>
> What should be the Center's objective in training graduate students in research methods? It is clearly recognized that most graduate students in the Center have little or no previous experience in research. Very few of the students will likely be employed in conducting basic research upon completion of their advanced study. However, many of them may be in a position to encourage and support others in the conduct of both basic and applied research that has a bearing on problems with which Extension is concerned.
>
> Therefore, the Center's major objectives in training graduate students in research methods are:
>
> 1. To develop an understanding of the knowledge and skills necessary to conduct research.
> 2. To have a satisfying experience in conducting a research project of their own.
> 3. To obtain information through their research that will be of interest and value to them and their states.
> 4. To develop a habit of analyzing problems objectively and basing conclusions and recommendations on available facts.

The evaluation of the Center research program must be in terms of its goals. It is quite apparent that, while basic research was recognized, the primary desire of those sponsoring and supporting the Center was to get help in solving problems, to accumulate information which would aid in making decisions. In some cases, administrators asked the Fellow going from their state specifically to work on a particular problem. Sometimes a state would allot money to defray the expenses of a Fellow if his study appeared to be directly useful to the state. To a considerable degree, then, the kind of research done has been what was wanted.

Whether the results, which have been useful, have been of final validity is another question. Questionnaires, opinionnaires, and interviews may give a good picture of what is being done, what prevailing practices and beliefs are. They do not necessarily show if or why these are good or if there may be others which are still better. Consensus is not a guarantee of truth. (The present evaluation has used the interview extensively.) More basic research along these lines would be desirable if there be those with the ingenuity and the means to design it. In such a field as administration, experimentally controlled situations are exceedingly difficult, if possible, to obtain.

It is true that some of the research studies, especially but not exclusively those of the replicative type, required for their design little originality on the part of the student nor much high level logical judgment in the interpretation of results. Occasionally an investigator has apparently forgotten the course he had in statistics.

The amount of criticism is so large as to be disquieting but the goals of the Center staff concerning research training have been realistic, commendable, and, to a large extent, have been realized. Students have learned something about research techniques, have developed an attitude favorable to research, have become more careful in drawing conclusions. That some became the severest critics of their own studies is a sign of the objective realized. However, careful consideration should be given to the possibility of strengthening the research of the Center.

The Curriculum

A former Fellow has written: "My overall feeling about the Center is that it provided an unparalleled opportunity for the development of professionally trained Extension administrators but that it did not--at least during my tenure as a Center Fellow--develop real scholarship to the extent that it might have.

Programs tended to be on the one hand scattered, and on the other, two narrowly concentrated on Cooperative Extension practice and theory."

Has the program been too much centered on Agricultural Extension and too practical rather than directed toward the identification and understanding of principles? The idea of the Center was originated by persons in Agricultural Extension. It was developed by ECOP and sponsored by directors of Agricultural Extension. Its purpose was stated to be the improvement of the Extension Service. It would seem inevitable that the emphasis would and should be on Agricultural Extension. Many of the former Fellows have stated that although many principles of administration and supervision as presented have general application, the applications and illustrations made in classes were almost universally to Agricultural Extension. This, too, is what would be expected and, under the circumstances, seems commendable.

It may be true, as some have argued, that a capable student will make applications appropriate to the conditions encountered. But the student of psychology knows that applications are much more likely if their possibility is made clear during the learning process. Theoretical discussions, although necessary are, alone, hardly sufficient. A parallel can be drawn from the field of statistics. In universities one will find courses in statistics in Departments of Economics, Psychology, Biological Sciences, and so on. Attempts have been made to have a course in theoretical statistics in the Department of Mathematics satisfy all the needs. But the problems of which statistics to use and how to use them vary so much from field to field that separate courses have seemed to be necessary. Similarly, there seems to be a need for Agricultural Economics as well as general work in economic theory. This does not mean, however, that general principles of administration should be neglected. It does mean that for those going into Agricultural Extension applications should be made to Agricultural Extension and the possibility of application to other areas of administration should also be pointed out.

During the last 10 years a great, and largely unanticipated, change in attitude has taken place looking toward coordination or mergers of various Extension services. The Director of Cooperative Extension is likely to find himself in the position of cooperating with or directing merged services. It was stated, originally, that consultants in other fields than agriculture would be brought in as lecturers and consultants. The use of such persons seems to have been less rather than more in the last five years. It would have been better had it been the other way around. Many advocate the name Agricultural be dropped from the Center title. Some, a minority, would drop the word Extension also. It should be noted, however, that several directors strongly advocate that the identity of Cooperative Extension be kept. If that be given up, the uniqueness of the Center will be lost and perhaps the justification for its existence. Whatever the decision may be as to name, the overwhelming majority of those interviewed agree that a much broader view of Extension administration should be taken from now on.

Interdisciplinary Nature

By far the most common answer to the question, What was, for you, the strongest feature of the Center program? was "its interdisciplinary nature." Indeed, as the interviews progressed, any other first response became unexpected. As has been mentioned, the Fellows came from widely varying backgrounds but almost all have been graduates of agricultural colleges and have had limited opportunities in the fields of the social sciences and the humanities. If they are to "join the community of scholars," some knowledge in these areas is desired. The Center has done much to provide this broadening of general education. Such comments as the following were not unusual:

> "For the first time I became aware of what is meant by a liberal education."
>
> "It was here that I really learned how to read."
>
> "It was not just what I studied at the Center but the knowledge of sources of reading, past and present, which gave me the greatest value."

> "It was not the work of the Center as such but the opportunity to live and study in the atmosphere of a great university. I felt that I was now becoming an educated man."

The Fellows prize especially the opportunities to fill in some of the gaps in their general education.

There is a belief, particularly among the academically minded, that it is not appropriate to give graduate credit for survey or "low level" courses. It is, perhaps, however, not the content of the course as much as the attitude of the learner which is the true determinant of value. And the prerequisites for "upper level" courses are frequently, in essence, set to guarantee maturity rather than the necessity for prior knowledge. The Fellows are mature. They approach these courses not merely to meet requirements but to acquire new concepts, to gain wider understandings of the world and of society. There is always the possibility of disagreement as to depth and breadth. Can it be shown that a person is better educated if he has two courses in economics or sociology and none in the other than if he has one course in each? Which type of program will be best for administrators? Some definitely favor one and some the other.

It is, of course, true that an occasional one elects a survey course because he expects it to be easy. It is also true that some desire further courses in a field with which they are already familiar for the same reason. On the other hand, a good many Fellows find repugnant the method of conducting most elementary courses with rigid assignments and little opportunity for discussion or disagreement. They are adults and accustomed to positions of leadership--if not dominance--and do not take well to undergraduate procedures. Also, after declaring that the interdisciplinary feature was of primary significance in the Center program, many went on to say that there was a danger of a program being too interdisciplinary, resulting in a smattering in several fields, competence in none. While the Ph.D., as one said, does much to give one status with the regular resident faculty, to be able to speak knowingly in some particular field as well is another powerful influence for acceptance.

Several indicated that it would be well if each one had a solid minor. Few, if any, would go beyond that for Center Fellows. It is assumed that specialists will major in their own fields. In some parts of the country top administration seem willing to appoint as dean or director only those who have established themselves as research persons. This tendency is perhaps softening, but a Ph.D. degree in Agricultural Administration still has little meaning for them. Administration is not a discipline. It is a function. Much as it may be contended that effective function requires knowledge and skills, the candidates position is strengthened by being able to present at least a substantial background in an established discipline.

Increasingly, Fellows have been under the freedom of the interdisciplinary policy electing more concentration in special fields. Most of the students have at least one minor. It would seem that the interdisciplinary nature of the degree should be maintained but the choice of and number of courses be done with great care and with the aid of adequate counseling. Adequate counseling, of course, takes into account the maturity and experience of the Fellow, his background of education and his likely future needs. There seems to be a tendency in American graduate education to more and more rigidly control the educational programs of graduate students. In the opinion of this writer, it is a most unfortunate tendency.

Courses and Instructors

When students are queried concerning their instructors and their courses, unanimity is not expected and this instance was no exception. The "core" courses were approved by most. Some who had had several years of administrative or supervisory experience anticipated there would be much in these courses which was not new to them. Sometimes this proved to be true. In others, it was reported that a surprising amount was valuable to them. Most of those reporting said the courses were fairly rigorous, a few found them too easy. Those with little or no experience in these courses enrolled with ones who had had much experience found them quite difficult.

There was some complaint that instructors were absent too many times and that the provisions made for carrying on the course during their absence were inadequate.

The Fellows have been adults, many of them accustomed to giving directions, and, to a large extent, making their own decisions. Some found it difficult to adapt to classroom procedures designed for younger people. Some discovered that, although a freedom of thinking ideal was set out, it was wise not to depart too widely from the thinking of certain instructors.

A good many felt that they would have profited by more counseling with respect to course work and a few did not get as much direction in research study as they would have liked. On the other hand, one, at least, felt he was over directed. There were a few clashes of personality between instructor and student.

The majority of the Fellows apparently desired practical courses and got them although theoretical principles were also presented. Concerning the courses over the university generally there was the expected variety of responses. In general, including both Center and other courses, the students were satisfied, frequently enthusiastic.

The Degree

Because so much of the research has been descriptive or applied rather than basic, some directors advocate that the degree obtained should not be the Ph.D. but Doctor of Administration (or Doctor of Agricultural Extension Administration, or Doctor of Extension Administration). For similar reasons, the Doctor of Education degree has been adopted widely in colleges of education. Although there is much to support this proposition, there are reasons, also, for retaining the Ph.D. for Center candidates: (1) The University of Wisconsin has not been inclined to authorize new degrees. It does not award the Ed.D. On the other hand, (2) the University of Wisconsin has been very liberal in allowing departments to determine the kind of research to be pursued. The University is concerned primarily with the quality of whatever graduate research is undertaken. It might be pointed out also that students in many departments engage in research which cannot be classified as "basic." (3) The prestige of the Ph.D. is established. The Ed.D., after several years, is becoming "respectable" although it is not yet generally held in as high esteem as the Ph.D. To attempt to introduce another doctorate would surely be a lengthy, arduous and frustrating experience. The graduate dean who now announces skeptically that "I do not know what a Ph.D. in Agricultural Extension Administration means" would find it still more difficult to accept wholeheartedly an A.E.Ad.D. or an Ad.D.

A few persons were encountered who were of the opinion that the Ph.D. in Agricultural Extension Administration is of little value to one who aspires to be a dean or director as "Directors are always appointed from among the research folk--those who have shown a capability in an established science." As a matter of fact, there are among directors now four D.P.A's; one Ed.D., and four who have taken the Ph.D. from the Center in Agricultural Extension Administration. Although it seems that other degrees are being accepted, it would seem unwise to attempt to request for Center students a doctor's degree other than the Ph.D.

Is the Center Program Narrowing?

The Center group has been criticized by some, particularly by those outside of it, as being narrow. "They were narrow when they came. They talked only to themselves, went to church and perhaps sang in the choir, and were still narrower when they left."

It is true that the Fellows and their families have been a closely-knit group. Socially as well as professionally they have been quite self-sufficient. There have been enough of them and enough with their families to meet among themselves their social needs, and, coming to the Wisconsin campus as strangers, their common profession and purpose have given them an immediate tie to each other. The staff, too, has done much more than does the average college faculty to promote and provide a pleasant social atmosphere. As has been mentioned elsewhere, the group as a whole has been an intense one. They have taken their lunches together and talked business during the lunch period. Their course work has been oriented toward Agricultural Extension. Some have called them cliquish (others have envied their high esprit de corps).

There is another side to the picture. The most of the Fellows themselves say the experience was broadening. "I never knew before what a real university is." "I had not realized that a person in another state, holding the same job I have, has entirely different problems." Reared in a rural area, graduated from a relatively narrow curriculum of an agricultural college, and going back to a rural area in their home state, a good many Fellows were narrow when they came to the Center. Here they lived in intimate contact with those from 40 other states. They started talking about common problems and experiences and found they were not common after all. That they talked to each other doesn't mean that they told each other the same things. In their classes they encountered professors and students with views different from those they brought with them. A good many went to church which indeed could be narrowing. So could the Rathskellar to which few went. Quite a few went to the football games and some to music and lecture series.

At an early orientation meeting Director Clark, according to some informants, spoke forcefully urging the Fellows to take all possible advantage of the many "fringe benefits," social cultural, athletic, intellectual, which the University offers. He pointed out that with an advanced degree they would move into different and wider social relationships and that, therefore, they should consider the widening of their horizons a part of their program.

The need for this broader program varies with the individual, his rearing, his previous types of experience, the kind of an education he has had.

Observation suggests that many of the Fellows, some of whom particularly were in need of it, did not avail themselves as fully as they might have done of the opportunities offered. Some were so driven by the necessity of succeeding academically that there was no time or energy left.

This may be a case where persons are not good judges of themselves but the Center people themselves feel that their experiences did much to give them broader outlooks both personally and professionally.

Partially Achieved Goals

Study of the Functions and Responsibilities of Cooperative Extension

This evaluation has repeatedly referred to the original proposal to the W K. Kellogg Foundation. In several instances, the solutions of suggested problems have not been attempted or have been only partially achieved. This is not to be necessarily thought of as negative criticism of the Center. Any large, extended program discovers as it progresses that certain hoped for activities cannot be actively pursued, that other lines of search develop, unforeseen difficulties are encountered.

The speed and extent of change in the Extension service during the last 11 years were not anticipated even by those who were most intimately concerned with them. No one could have foretold in 1955 the involvement of Extension in the Education Act, Anti-Poverty, Civil Defense, Technical Assistance, and the like. It is far more important to give attention to what the Center has done than to what it has not done. But mention of goals not pursued is desirable especially if they represent areas in which information is still needed. For example, administrators noted: "The lack of a complete up-to-date evaluation and assessment of the functions and responsibilities of the Cooperative Extension." A study in this direction was undertaken by ECOP: The Scope and Responsibility of the Cooperative Extension Service. The Center did not participate in this study. Such an evaluation and assessment expanded to include all Extension services is a critical need now.

Special Opportunities for Study by Directors

Another very important goal which has been achieved only in part has been that of providing for deans and directors the opportunity for reflective study and discussion for the pure purpose of self-improvement. These persons have not been entirely neglected. There have been the administrative and special interest seminars. But many administrators have expressed the wish for opportunity for individual study, to read, possibly write, for a chance to talk with others in small groups without a highly structured program. Several feel sure they could get away from their work for three or four weeks. A few suggest an even longer period. Theoretically, the Center has had the door open for individuals who would like to come by themselves. A few personal invitations have been extended inviting directors or members of their staffs to make use of the facilities of the Center for writing or reading. Only one--an associate director--has come. He reports great profit. It is believed that if a date could be set for a small group to have an informal time such as has been described, it would be exceedingly helpful. Possibly a few problems for consideration should be ascertained but for the most part they should grow out of the conversations. To the extent that problems are known before hand, consultants could be made available. The University of Wisconsin has great intellectual resources, and it would be unnecessary to go outside except occasionally. With libraries available and ample time to use them, these directors would be self-directing and require few consultants.

Use of "Temporary Staff"

The originally proposed use of a "temporary staff" consisting of "the best trained persons. . . from industry, business, labor, agriculture and education" has been far less than anticipated although some, not many, have been brought in for lectures, seminars and conferences.

Research Areas

The goal of the Center staff that each of its members develop an area of research and that the various studies of graduate students fit into some sort of "pattern" is another one which has been realized only incompletely. This lack was stated by many deans, directors, and former Fellows. However, there have been two areas, that of Program Planning and Functions of Extension Officials, which have been cultivated extensively. A project was developed which was accepted by the Experiment Station and which has included the design and trial of various methods and devices, pilot studies, and demonstrations. The studies have extended beyond the Center and have yielded a dozen or more theses with more in progress. A series of studies in Personnel Management provided by the Center's representative from the School of Commerce have been made.

It is surely desirable that areas of research such as contemplated should be cultivated. But it should also be recognized that to require that a student's study fit into a pre-established pattern may result in the loss of an important, original idea, especially if the areas in question were those developed by ones who themselves had limited research experience. Some of the greatest research men have been "loners."

The failure of the staff to develop other areas of research can be accounted for, in part, at least, by several factors. Such development takes time. It requires even more time when the research is in areas in which there has been little research and few people trained to do it, and when most of the staff come under President Elvehjem's classification as "strong individuals in the field (who) need to be developed although they may have limited background." There has been a lack of permanent staff at the Center. A few very able individuals from other areas were recruited at the beginning of the enterprise, but they were so able that the competition of other institutions was too great to hold them. Outstanding Fellows were retained or brought back to the staff in the hope that they would develop fields of special interest, and, in a couple of instances, they have done so, but they, too, were lured to other pastures where the present rewards and future possibilities were particularly enticing. This has been disastrous to the development of areas of research interest at the Center.

Pressure

It is emphasized at another place in this report that the Fellowships have made it possible for the Fellows to give, to a large degree, full attention to their studies free from the pressures of extra duties such as are required of graduate assistants and from financial worries. This is not to say that they have been free from all pressures. One of the greatest of these pressures is to get back on the job. The students are usually on leaves of absence--sabbatical or otherwise. It is practically infeasible and frequently legally impossible to hold a position indefinitely. Even with generous Fellowships, family income is below what had been and will be received and family expenses are likely to be growing. So there is little opportunity for leisurely, scholarly reflection. Course loads may be heavy. One student reported that he had 16 term papers to prepare in one semester. In a couple of instances, at least, a student was so competent that he was invited to participate in a large project. It is hard to refuse such an invitation, but the activity further limits one's chance for use and enjoyment of libraries, lectures and the like for personal advancement. Most of the Center Fellows remain in residence during the summer term. All of this means that the Center Fellow completes the requirements for his degree in two or three calendar years while many other graduate students take a much longer period.

This does not imply that those who take longer but with divided interests are free from pressures. Quite the contrary. It is a characteristic of graduate students to feel that they are under pressure. Ulcers are not peculiar to Center Fellows, perhaps they have fewer than their share, but the reports they give indicate that as a group they are far from being playboys.

Does the Advanced Degree Separate an Individual from His Co-Workers?

It sometimes happens that an individual returning to his institution with the Ph.D. is put ahead in rank, salary, or prestige of others who have been in the service as long or longer than he. He may now have a degree even above that of his director.

It is understandably difficult for one to see another, especially if he is younger, go ahead of him. It does happen, too, that the new Ph.D. may "think more highly of himself than he ought to think." Occasionally some jealousy or resentment was met but there was surprisingly little of it. Local staff personnel had high praise for the former Fellows. Their experiences in training had given them a wider view of the problems of Extension in general and so they have been more helpful than previously. In many instances, the returning Fellows have furnished the inspiration for others to go on for advanced study. Some, so inspired, have gone to the Center, some elsewhere. The emphasis has been not on the place but on more study.

There has also been the question concerning the individual with an advanced degree and his clientele in the field. Does he still retain his closeness to them? There seem to be two answers. First, the education of the clientele is going up, too. Second, it's more a matter of personality than education. Intrinsically, the relationship rarely changes.

When Consider Extension as a Career?

The question, When should one make his choice of Extension as a career? may not be a proper one for this evaluation, but it did come up frequently in connection with discussion of how candidates for fellowships should be selected, how graduate study can be financed, and at how late an age can one expect to profit from pursuing an advanced degree.

Many, if not most, Agricultural Extension workers entered the service somewhat accidentally. Several reported that they were looking for a job and somebody, possibly an agent with whom they were acquainted, suggested that a position was open. Almost none had ever had the work presented to them in high school or college as one of the possible vocations nor had they had any course work in Extension during their undergraduate years. In a few instances directors said that they contacted professors in content fields for recommendations but these professors were likely to try to persuade their best students to go on for advanced work in that special field. One director himself said that he urged Extension people to get their advanced degrees in a specialty so that after a few years, when they had had enough of Extension, they would be able to go back into their major fields. (The success in returning to the special area is doubtful unless a person has been an Extension specialist in that field.) Little serious thought was given, indeed, either by candidate or administrator to the qualifications for an Extension position, its duties, its future, the educational program, if any, necessary for advancement to the top positions.

With the sudden burst of pressure for higher degrees, many who had been in the service for several years felt that they must have more study if they were to get advancement or even to hold their own with younger persons who were also feeling the pressure. The result has been that the average age of those entering the Center has been about 38 which means, of course, that quite a number have been older than that. In general, it is believed that it would have been better had they had the opportunity to secure the degree earlier. Most believe that some practical experience before going on for the Ph.D. is desirable. This is particularly true for those who aspire to administrative, supervisory, and leadership positions. But three or four years of experience is perhaps sufficient.

If the choice of Extension as a career were made earlier, then the student might include in his curriculum some courses, e.g., in the social sciences, which would give him a better basis for graduate work and would allow for more concentration in special areas during his graduate work. Further, he would tend to keep his savings and commitments in such order that he would be able to help himself financially.

The fact that in a large number of states the new employee is now required to be qualified for graduate work and, in many of them, to possess or promise to get the master's degree will stimulate many to enroll in some studies while they are employed. An earlier program of promoting Extension as a career, coupled with some real guidance, could result in recruiting able individuals into the field. They then could finish their graduate work at an earlier age and profit from it over a longer time. It would be well to present systematically the possibilities of Extension as a career not later than the junior year in college.

With the prevailing attitudes leading to mergers with other types of Extension and with the urging of the federal government for Extension to be active in Anti-Poverty, Civil Defense, Technical Assistance and so on, the need for Extension workers including many in the fields of administration and supervision is rapidly increasing. Hopefully in time, these positions will be filled by trained persons.

V

COMMENTS

Comments by Former Fellows and Others

The evaluation of the Center is, to a large extent, based upon the comments of many persons. Almost everyone interviewed talked freely and without apparent inhibition. The Center Fellows are very loyal, but they did not hesitate to point out things they considered weaknesses as well as to indicate the strengths of the work of the Center. From the voluminous notes which were taken will be chosen a few comments which will bring out some new points worth noticing or will re-emphasize some statements made earlier.

It was interesting that those interviewed, who had received their degrees from a university other than Wisconsin, rather generally charged that the Wisconsin graduates were good at solving problems but were far from knowledgeable concerning the theoretical bases of their "principles"--in other words that they were operating in terms of "rules" rather than "principles." The Center graduates countered by saying that those from Brand X institutions had a line of fine phrases but didn't know what to do in an actual situation. Possibly each side had some merit in its argument. In any event, one was correct when he said, "There needs to be research on the validity of principles enunciated."

One person believed that there should be a program for one who might desire some work in administration but was not interested in a degree--either because he already has a doctor's degree or especially because he might be in an administrative position but feels that he is too old to try to meet all degree requirements.

Several more Fellows mentioned that in conferences those who had degrees from the Center were more analytical, more likely to base their arguments on research findings and seemed to have greater confidence. (Perhaps because they were basing their positions on facts.)

Several not only would have the degree obtained earlier, they would attempt to have the aspiration for the degree established much earlier so that the student-to-be would get ready for it. If Center Fellows were appointed a year ahead of time, it would be very helpful.

Some who think mergers are coming but are not enthusiastic over the prospect advocate studying the merger and "How to live with it."

Many are concerned about how to change the attitudes of the academic faculty toward that of Extension. (They are far less concerned about understanding the academician.) "The academic attitude is that 'we know what is good for you and will give it to you.' Cooperative Extension's attitude is 'let's find out what your needs are and then we will try to find means of satisfying them.'" The university should be a place where a person can receive assistance in accomplishing his aims.

The only ones who commented at all on the question said that they never did hear a definite statement of the objectives of the Center.

Other specific statements were: (Some of these statements include more than one comment.)

"The attitude should be cultivated that there is a big and rewarding job for the Ph.D. at the county or area level. Do not let students think that when they get the degree they must go into a state office."

"The Center needs to be more venturesome, to stretch the mind more, to plan for ten years ahead. It is too inclined to play it safe."

"The Center is too visionary. It should get down to earth." (A very uncommon complaint.)

"The specialist should have some work in administration. As he acquires seniority, he becomes eligible for promotion and should know something about his job."

"The specialist should not attempt administration. His loyalty is usually to his specialty, not to the university."

"A degree from the Center may handicap a person if he goes into an organization dominated by subject matter specialists." (The cause for this fear seems to be disappearing.)

"Admitting that in universities as in industry the specialist in administration is becoming accepted, it is still desirable that one have some competency in a substantive area."

"The Ph.D. program of the Center is needed more than ever before. Many states are developing educational programs leading to the master's degree. Very few have the facilities or the means to offer a doctor's program."

"The greatest problem in Cooperative Extension is the fear that it is antiquated and being phased out."

"In ten years the term Cooperative Extension will have ceased to exist. Congress in the future is more likely to finance General than Cooperative Extension."

"Higher education policy is more and more made by academic persons in private--mostly ivy league--universities. It is time that the public universities assert themselves."

"As long as there is agriculture there will be the need for Agricultural Extension."

"Cooperative Extension workers classify themselves as educators, yet educators have not been brought into the Center program to any considerable degree--not nearly as much as have those from commerce. Why?"

"The Ph.D. from the Center is accepted because of the prestige of the University of Wisconsin. Had it been from a state college, it would not have had standing." (This suggests not only the wisdom of making the University of Wisconsin the site institution but also the necessity, if the acceptance is to be permanent, that the degree prove its intrinsic worth.)

"A person should expect to pay a large part of the cost of his degree even if he has to borrow for it as does the physician or the dentist."

"If the Center is not continued, I do not see how Extension can recruit top administrative staff."

"There should be more women in administrative positions."

"Some directors do not go to summer schools because they fear the academic atmosphere."

"There is too much talking about the problems of merged services and we do not know enough about the facts--what actually will have to be done to affect mergers?"

"Whatever is done there should be some way found to preserve the identity of Cooperative Extension. Its organization is the result of years of experience. It has yielded a tremendous service. It should be able to aid greatly in the organization of other Extension services. Surely it should not be allowed to disappear."

It is noted that some of these comments are not in agreement with others. Some may seem inconsequential. They do indicate that people are thinking.

Comments of Directors

Comments about the attitudes toward the Center as expressed by directors have been interspersed here and there throughout this report. There remain a few to be noted, however, and possibly some will bear repeating. No director indicated that a member of his staff who had gone to the Center had failed to receive value, although, like the Kentuckian and his whiskey, "None's bad but some is better than others." Even some of the severest critics would finish by saying, "But I'll admit that _____ got something there. He's doing a good job since he came back." One or two were almost apologetic that few if anyone had gone from his state. Almost universally directors report that those returning from the Center have shown great growth, are ready to accept responsibility, have broadened vision, recognize change, and are better able to adapt to it.

Some directors advise their staff, if they go on for advanced work, to do it in a subject matter field. They do not recognize Extension Administration as a discipline and are not convinced that an administrator needs any special training. They didn't have any. On the other hand, some administrators without training in administration wish very much they had had some.

There has been some complaint that there has developed such demand for research in special fields with attachment to departments it is difficult to get people into Extension as such.

Even directors who are strong supporters of the Center and who are eager to have some Center graduates on their staffs nevertheless wish also to have some of their staff from other institutions. Some of these would keep the Center as the National one but also support other institutions offering advanced work.

Many directors would modify the policies of the Center. Especially, they would not require that a director certify that he has in mind a definite administrative position to which the Fellow will return. They argue that it is practically impossible to make such commitments and the requirement prevents their endorsement of some of their most promising younger persons.

Most directors are aware that especially with increasing enrollments in courses for advanced degrees, subsidies from foundations cannot be counted on to adequately finance all who will need them and they are aware, also, that the states through local institutions will have to find a way to increase their support.

There has been the suggestion that in the degree part of its program the Center accept only those working for the Ph.D., leaving to other institutions the programs for the master's degree.

In general, directors who were interviewed strongly believe the Center should be continued although most would advocate broadening the program. The majority would drop the word Agricultural from the title. A few would not. One was found who thinks the Center has been of enormous value but has now fulfilled its purpose. One or two would have it become a unit in an established department--perhaps Adult Education-- and should be part of a regular graduate program. This would help insure a permanent staff. On the contrary, others oppose such a suggestion. It is now nationally and internationally known as the Center for Advanced Study. It would be a catastrophe for it to lose its identity.

One says that the Center does not have and will not have capability to train for all University Extension. Another is sure that if it limits itself to Cooperative Extension, it will soon cease to exist.

Among directors as among the Center graduates there is an insistent demand for more training in the behavioral sciences. One is worried that he has to hire specialists who know nothing about Extension, nothing about teaching adults or about the social needs of people. "Which is the more important, technical aid to the prune grower or how to avoid riots at Watts?" Perhaps the question is unanswerable. Perhaps as is suggested elsewhere, it means different kinds of specialists. Perhaps societal affairs are not a part of Extension's business. One associate director said, "We are not interested in social problems." But in the past Cooperative Extension has worked for contented people as well as contented cows.

Although most administrators do not do much research themselves, they believe that those going to the Center should write theses and learn to understand and appreciate research. They believe, too, that the Center itself should engage in research. "Those who direct research should be doing some themselves." Further, they think that much exploratory research has been done and now there should be attempts to go deeper--attempts to prove the validity of theories handed down.

A Federal Extension Service person remarked that, "Every dean I've heard comment about the Center has praised it." Another one from this Service said that they are constantly receiving requests for recommendations for good positions over the country and that "my first thought is, 'is there a Center Fellow available for this?' Unfortunately, there usually is not, for their home directors will keep them if they can." Directors also tell of offers members of their staffs have had to go elsewhere.

VI

RECOMMENDATIONS

Internship

It has been suggested that as a part of the requirement for the Ph.D. in Extension Administration there be an internship during which the student would spend a period of time, perhaps a semester, working on the job with and under the direction of a carefully selected director. It might be arranged to pay this student a subsistence wage. The requirement could possibly be waived for those coming with administrative experience,but most of these would profit from seeing how someone else meets his problems.

One cannot learn to handle himself in difficult situations merely by reading books or by listening to lectures. On-the-job training is common with new employees in Cooperative Extension. Internships are required of medical students. Experience, and frequently supervised experience, is one of the common requisites for the Ed.D.

The great majority of those interviewed endorsed, in principle, something of the nature of an internship for the doctor's degree in Extension administration.

A Post-Doctoral and/or a Pre-Induction Semester for Extension Administration

Not infrequently individuals are made deans or directors who have had little or no administrative experience. Several of these expressed to this writer the wish that they had had more than they did have of understanding problems of administration. (Even more, Extension workers expressed the wish that their superiors might have had training in administration.) There seems to be support for the proposal that a short course or seminar be set up particularly designed for those who are newly appointed to administrative positions or who believe such an appointment to be imminent. The appointing institution might be persuaded that it would be to its advantage to subsidize the attendance of its officials at such a seminar. The enrollment would almost surely be small and probably no credit would be desired. The staff for this course would have to be chosen with special care. Consultants would be brought in including, undoubtedly, administrators of the University of Wisconsin and from other university and non-university institutions.

CONTINUANCE OF THE CENTER

The Center or A Center

The Center was set up to meet the particular needs of Cooperative Extension. There were at that time two or three places in the country which had gained reputations for work toward the doctorate in agricultural education and public administration. There was no other for work in agricultural Extension administration. Pertinent questions now are: Has the Center been successful? Has it done what it set out to do? Has it completed its work so there is no further need for it? If it is to be continued, should it be thought of as The Center? Should the nature of the program remain essentially as it has been or should there be changes? And if changes, what kinds? How should the Center be supported? These questions were put to those interviewed.

That the Center has been successful is agreed. In numerous ways its impact has been tremendous.

There is also almost complete unanimity of belief that it should be continued. "The need is greater than ever." "The situation is far better than 10 years ago, but there is a long way to go." "Just as the Center was the greatest thing which ever happened to Extension, so to drop it would be a catastrophe." The one or two dissenting voices qualified their statements saying that perhaps now there is no further need of a National Center but that the University would want to continue it as a department or combine it with other adult education work.

The Center was created as a National Center and as there has been none other supported by all of the states, with a National Advisory Board, it has come to be thought of as The National Center. Its progress has been reported regularly at meetings of the National Association of State Universities and Land-Grant Colleges. State directors have felt it to be their Center. Because of its location, it has also been spoken of widely as the Wisconsin Center. It has never been tied to the name of a particular person. Although Dr. Clark has been generally known as the one who has organized and led the Center, it has not been associated with him as one whose ideas have pervaded the institution. Students haven't gone to Clark at Wisconsin as they went to Black at Harvard or Houle at Chicago. Consequently, there is not the feeling that the program would be lost if a particular person were to leave.

But opinions differ as to the future. There are some who strongly hold that the Center should remain a, and preferably the, National Center--an institution which would represent all the states; which would be responsive to an advisory council (although none would recommend that the advisory council exercise any control normally held by the University). The Center has been a pace setter and should continue so to be--a place which could be looked to for a constant source of ideas. Undoubtedly,there is a place for other universities to give advanced work in administration but the Center should continue to be The National one.

Some would have state or regional schools carry most of those who are working for the master's degree and send on to the Center the ones who wish to go on for the doctorate. There is a pronounced tendency in this direction already. Those holding this view do not fear any intellectual dominance. With the breadth of resources available no one philosophy will prevail.

There are others who advocate more than one Center even though none of them would be national in nature. They do fear a dominant philosophy. Some say that even though a given university had a superior program, they would not want all of their staff to be trained there. They recognize that the need for advanced study is going to be permanent. Indeed, some think the need is so great that no one institution can care for all. They would not have Wisconsin give up its program but would have it a Wisconsin program. It would still be likely to be the one which set the pace for all. In the long run, the number of institutions offering work in a particular area depends on the numbers who want this work. If and as the demand grows for advanced study in Extension administration, other schools will surely undertake to meet the demand.

A very few question the value of a degree in Extension administration, or even in administration. These might sanction a department in which a few courses in administration, supervision and program planning are offered but would have the degree awarded in an established discipline--and there are no vacancies in the Established Discipline Club. But, as has been mentioned in another place in this report, the field of Extension administration is growing rapidly. There is evidence a degree in administration is being accepted.

If the Center is to be continued, what should be its nature? Should it continue oriented almost exclusively toward Cooperative Extension? A small number answered this affirmatively. The majority, however, would drop the term agricultural from the title. Some would drop Extension, also. Apparently, it is quite generally assumed that mergers of one kind or another of Extension services are becoming an established pattern. If this be the plan of the future, then those looking toward the field of Extension administration must understand the problems peculiar to General as well as those especially a part of Cooperative Extension. There must be, then, a much broader program than the present one. The principles of administration are general and the student will make his applications when he encounters problems in the field.

While nearly all respondents urge that the Center program be broadened, some suggest that there be a general study of principles of administration and then separate seminars in which problems from the particular areas are presented, discussed,and suggestions given for their solution. This would preserve the identity of the different services, e.g., Cooperative Etension, and would give the opportunity to study intensively the particular prblems of each service. It should be remembered that in some states there has been no merger and none appears imminent. In some others there has been coordination rather than merger--the services retaining their identity. A program based on the assumption that merger is the rule would be as unrealistic at the moment as one which ignores mergers altogether In a plan which contemplites merged services, the staff would be recruited from those with experience in various kinds of Extension and the students, too, would come from all areas rather than almost exclusively from the field of agriculture as has been true in the past. If the attempt be made to keep wholly together all the vared interests in administration or all even in Extension administration, somethng will surely be lost. One of the great strengths of the Center program has been the feeling of its participants that they are working on common poblems. What in the broadened program will compensate for this?

Until within the past few years practically all deans and most directors of Extension were completely without any formal study of the priniples of administration, personnal management, and the like. However, through its 50 years of existence, Cooperative Extension has developed methods ad procedures in organization which have been very successful. It has followed that when mergers of services have been made, the director of Agricultural Extension has frequently been chosen to head the unified services. This person then, has had to face the qualified support of those elements in the total university who have never quite accepted agriculture as an intellectual peer The specialist in poultry has not had the status of the specialist in poetry. The problem of acceptance is compounded if the director of total university Extension is housed in "Agricultural Hall." Therefore, if the Center is going to expand its objectives to the training of Extension administration in general, it will be wise to drop the term "agricultural." The staff, too, should be constituted, housed,and financed so as to represent the total Extension program of the university.

More Support

The support of the Center has come from agriculture. Directors have recommended it to their staff partly because it is "ours." Some Extension directors have been able to help their students financially by giving them research appointments for projects which would be helpful to the state. Directors, deans, presidents have served on the Advisory Board. Will this feeling of belongingness with its attendant support be kept if the program is widened to include all administration? Will other services be able to support their students as has agriculture? Will the university and the states be able to provide adequate support independent of and in addition to outside sources? On the other hand, the time may be near when the student will not be subsidized as he has been in the past but will have to bear a greater share of the expense of his training--applying, as do students in other disciplines, for whatever scholarship and fellowship is available. On still another hand, the time may be near when the Great Society will subsidize everybody.

Summary

There is a very general belief that the Center program should be continued. The need for some training in administration of those in administrative positions is being recognized by administrators themselves and by those who work under them.

Adult education in the form of various types of Extension is growing rapidly and there is a parallel increase in the number of trained administrators requested. If and as mergers of services occur, the need becomes even greater.

No other place than the Center is now giving training leading to the doctorate with the emphasis on Extension administration. Few, if any, states have the means to develop and sustain such a program.

Only at a large, comprehensive university are there the wide resources and the intellectual, social, and cultural fringe benefits available which add importantly to any graduate program.

Serious study is needed of the means of support of the Center and its Fellows.

The Center at the University of Wisconsin has attained a position in the United States and throughout the world such that it is the first to come to mind when there is consideration of training in Extension administration.

It would be not only a serious blow to Extension but a great loss of prestige to the University of Wisconsin were the Center to be discontinued.

Whether the Center should continue to operate through the College of Agriculture or whether it should be affiliated with a particular department or whether it should have a place in some other area of the University may be a matter of policy. It does seem most desirable that the identity of Cooperative Extension be maintained and that its interdisciplinary character be maintained.

It seems clear, however, to this investigator that the University of Wisconsin should undertake to establish a greatly expanded Center which would have in general the same objectives as the present Center has had but which would serve the total university Extension function. Adult education in all of its phases is growing rapidly. The need for personnel who have had some training in administration, including some knowledge of the behavioral sciences, is greater than ever before and will continue to increase. The principles of administration are, for the most part, general in their application although opportunity to study their use in particular situations is necessary. The functions of the various Extension services frequently overlap and programs of integrated team work could make for maximum effectiveness.

Most desirable, then, would be a National Extension Center for Advanced Study which would serve the entire university and still provide for the special interests for such services as Cooperative Extension. This would involve new policies for enrollment as students would come from all types of background, not just agriculture. It would still be possible, though doubtful wisdom, for any group, e.g., Cooperative Extension, to stipulate the qualifications for those who would receive its fellowships. For success, support would be necessary from other groups such as the National Extension Association.

How Harmonize the Philosophies of Cooperative and General Extension?

Various problems would surely arise. With larger enrollment from diverse areas of students with differing backgrounds can the high motivation and esprit de corps of the present Center be maintained? Will faculty give as much extra time and effort as they have to the Cooperative Extension group? What conscious attempts will be needed to break down the negative attitude toward each other which have existed between the Agricultural Extension individual and the academician? Intensive study of such problems as these will be imperative in an expanded program.

VII

ISSUES AND PROBLEMS FACING COOPERATIVE EXTENSION

This writer is not competent to make judgments on the critical issues and problems facing Cooperative Extension. He can note here some of the statements and comments made to him during interviews which may be pertinent. The fact that some of these opinions are diametrically opposite to each other is evidence that problems exist. For example, one said that in ten years Cooperative Extension, as such, will no longer exist. Not only are all Extension activities being merged into all-university programs just as a matter of economical administration,but the differences among services are becoming less and less clear--rural, rural non-farm, farm non-rural (where a family operates a farm but lives in town), suburban, ex-urban. Is agribusiness agriculture or business? An officer of the Small Business Administration insisted that much of what some Agricultural Extension services are doing in the field of agribusiness is the function of his administration or of the School of Business. In some states, legislatures are showing reluctance in their support of Cooperative Extension. The government is asking Extension to engage in matters relating to Anti-Poverty, Civil Defense, Technical Assistance. Changes in communication and transportation result in types of family living which differ little between rural and urban dwellers. Cooperative Extension, as a result, is rapidly losing its identity. 4-H work no longer claims to be mainly related to farm children and home economics either has divorced or has filed petition for divorce from agriculture. Some type of cooperative, not merely coordinated, Extension service which may operate quite differently than do any of the present ones is going to be developed. A major problem then is how to establish effective working relationships among all the various types of Extension activity.

On the other hand, fewer than half of the states have moved to merge Extension services. In some there has been consideration and decision not to do so. In some areas, the agricultural population is still quite clearly defined. Cooperative Extension has an organization which has functioned with great success for 50 years. Its personnel are better trained for their work than are those of other Extension services. Agricultural Extension has rendered many economically valuable services which have demonstrated its value. In many states and in the federal government Cooperative Extension has a very influential position and strong financial support. In spite of its proved economic value and its political power, Agricultural Extension has not gained high status on the university campus. If services are combined, Cooperative Extension will not merely be merged,some fear that it will be dominated and that some of those who have needed its services particularly will not get them. It follows then, some maintain, that Cooperative Extension should make every effort to preserve its identity. It should define its function and resist any demand or temptation to go outside of it.

Another major problem relates to the nature of the services to be given by Cooperative Extension and the relation of the generalist to the specialist. Especially with the development of agribusiness and commercial agriculture, with large scale farming, with increased education of the farmer and the farmer's wife have come new problems concerning the agricultural or home agent. One person has said that no longer does the agent have time "for the little old lady at the end of the street." In its history, one of the strongest elements of Cooperative Extension has been its intimate, personal touch with its clientele and its interest in developing the local community. The Cooperative Extension person has known his community, its needs, its power structure and has demonstrated the findings of the Agricultural College and Experiment Station to the local situation. The local people have turned to the agent for help. Now agriculture has become so technical that the agent may not be as knowledgeable as the farmer. So more and more the agents are becoming specialists with Ph.D. degrees in subject matter departments and are responsible to those departments. These specialists may have little or no interest in the community, its needs as a community. They may be interested in potatoes or poultry but not people--particularly not the little old lady at the end of the street. Will there still be need for the generalist in Cooperative Extension? If so, can he work comfortably with the generalist who holds a Ph.D. against his B.S. or M.S.? Or do we need a specialized generalist--perhaps with an undergraduate major in a field of agriculture and a doctor's degree in one of the behavioral sciences? Would such a degree in turn narrow his interests and so separate him from those with whom he is to work? Should the degree be interdisciplinary? All of these questions raise the question of the education of personnel. Will it continue to be enough to hire one who has majored in dairy science, give him a little on-the-job training under one who has come through the same process and put him in charge of an office? Many states are designating someone as county director or district chairman. This person has administrative duties but in few cases, as yet, has he had either training or experience in administration.

Should Cooperative Extension steadfastly refuse to accept from the federal government responsibility for such programs as Head Start, Anti-Poverty, Civil Defense, Technical Assistance? Dare it refuse for fear that its "legitimate" functions will lose financial support. If it accepts, what should go into the training program?

If it refuses such as the above, can it justify all the things it is doing now? What about 4-H?

Can Agricultural Extension reasonably ask that there be enlargement of its personnel--or even maintenance of it at its present size? A congressman is quoted to have said that the number of Extension workers to the number of farmers should not exceed 1-1. What is the present ratio? It is true that although the number of farmers has decreased, production has increased,but does it follow that more Extension personnel are needed?

Should there be a re-examination of the relationship among the partners in Cooperative Extension? What ought to be the relationship? Do the counties have the significance they did formerly? Is the Federal Extension Service as sensitive as it might be to the needs of the states? Do the states organize the political pressures exerted in FES?

It would appear of maximum importance to study the philosophies of merged services--the practical problems of bringing together services which have been so diverse in practice and philosophy--and especially the psychological problems involved in the attempt to change the attitudes toward each other of those who must work together if such programs are to succeed.

In the same psychological field, too, are problems relating to continued support by the electorate of Extension services. After reapportionment, the influence of the farm vote in many states may be greatly reduced. Already, it is said, that in even "rural" states, political, social, and economic decisions are made mostly by lawyers, bankers, and industrialists. What is the non-farm voter's attitude toward Cooperative Extension?

There is need for intensive studies of the differing problems confronting Cooperative Extension in various states or portions of states. Apparently there has been relatively little success to date in working with American Indians. Conditions in the delta region of Arkansas are very different from those in the northwest area of the state. Center Fellows frequently commented that prior to their association with other Fellows they were quite unaware of how unlike their problems were those encountered by others.

Ten years ago the Center sponsored a conference on the identification of needed research. It might very well have another one to which a wider representation might be invited.

The questions raised above are those voiced by Agricultural Extension people themselves. Perhaps some of them have been answered but if any have not, they clearly should be by somebody or some group prepared to make an intensive and comprehensive study of the entire field. Perhaps with support the Center could undertake it. It was one of its original purposes.

SUMMARY

The National Agricultural Extension Center for Advanced Study was established by the National Association of State Universities and Land-Grant Colleges under a grant by the W. K. Kellogg Foundation. The University of Wisconsin was chosen as the site institution, and work was begun in June 1955. The first Fellows were admitted in February 1956.

The purpose of the Center has been to improve the Cooperative Extension Service through opportunities for graduate training of its personnel, for in-service training in administration and supervision, for individual study, for research and for the dissemination of information. The directors of Cooperative Extension of all of the states and Puerto Rico, the Federal Extension Service, and the National Association of State Universities and Land-Grant Colleges have shared in developing the Center and in using its services.

The initial grant from the W. K. Kellogg Foundation was for $1,206,000. This was later increased to a total of $1,643,000. The University of Wisconsin at first contributed by allotting space, providing maintenance and waiving fees. It gradually added to these by taking over staff salaries so that in 1964-65 it was supporting the Center by about $87,000 or about 35% of the cost that year. The various states have assumed more financial responsibility--now meeting about 18% of the costs. There have been fellowships from the S & H Foundation, John Deere Foundation, General Motors Corporation and Sears Roebuck Foundation.

A critical problem is the discovery of sources of support of students at the Center. The W. K. Kellogg Foundation Fellowships alone have made possible the attendance at the Center of a very large proportion of the students. Probably not more than ten of the 85 Ph.D.'s who have received the Ph.D. from the Center would now have it were it not for the Fellowship. A very, very few have indicated they might have gone on for the Ph.D. at their own expense or by getting other fellowships but would almost surely, in that case, have received the degree in a subject matter field.

Eighty-three have received the master's degree from the Center--a few of them also obtaining the Ph.D. Most of these would not have received the degree as soon--if at all--had it not been for the Fellowship.

The Center has awarded more Ph.D. degrees in these last eleven years than has any of the four next leading institutions in the field of adult education during the 20 to 30 years in which their programs have been in existence.

Fellows have been enrolled from 45 states, FES,and Puerto Rico. Almost all of those receiving the Ph.D. or master's degree from the Center are today active in the Service in their states, the FES, in universities or in the foreign field.

Although other forces have been at work toward the same end, the Center has unquestionably been the predominant one leading directly or indirectly to the academic upgrading of the Cooperative Extension Service from the county worker to the highest administrative levels.

The research done at the Center by students and staff has had many practical applications and resulted in important changes, among other things, in the structural organization of state staffs, in methods of personnel selection and evaluation, supervision, and in state-wide program planning.

Four administrative seminars, ten supervisory workshops, and several other workshops and conferences have provided inservice training for persons from every part of the country.

A considerable amount has been added to the literature of Cooperative Extension. The Center's assistance to the Journal of Cooperative Extension has contributed heavily to the success of that publication.

Many foreign students, though not holding fellowships, have been served, and representatives from a large number of countries throughout the world have come to the Center for information and counseling.

The Center has not been without its difficulties. There has been some criticism of certain phases of its research. The large turnover in staff has hampered the development of large research areas and in other ways prevented the complete realization of its goals.

There is a strong belief among Cooperative Extension people over the country that the program should be expanded to include intensive studies of problems relating to the merging of Extension services and to prepare individuals for administrative responsibilities in merged programs. However, there is also strong belief that the identity of Cooperative Extension be maintained in the development of such programs.

Recognition is given to the desirability of including in the curriculum opportunities for study in depth in a substantive area but there is also overwhelming support for continuing an interdisciplinary program.

The outstanding conclusion is that the Center has realized its goals to a degree greatly in excess of anticipations and has done so in the amazingly short period of 11 years. It has attained a position of high prestige not only in this country but throughout the world. It would be unfortunate if its program were not continued.

APPENDICES

ROSTER OF FELLOWS OF
THE NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY
UNIVERSITY OF WISCONSIN, 1956-June, 1966

Master of Science Degree

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Anderson, Alma G. (Mrs.) (1958)	Job Difficulties and Importance of Supervisory Assistance of Nebraska Home Extension Agents	Dist. Supv., Nebraska	Retired
Axling, Hilmer L. (1959)	Factors Associated with Variations in Evaluation of County Programs by County Extension Agents, Washington State	State Ext. Agt. Washington	Deceased
Baker, Edna M. (1961)	Factors Associated with Variations in Evaluation of County Programs by County Extension Agents in Oklahoma	Ext. County Home Dem. Agt., Oklahoma	Ext. Dist. Home Dem. Agt., Oklahoma
Bates, Edwin H. (1961)	The Role of Extension Specialists in County Program Planning in Maine	Asst. Dir., Maine	Assoc. Dir., Maine
Beckstrand, Gordon L. (1958)	The Role of County Advisory Councils in Program Planning in Selected States of the Western United States	Asst. Supv. Youth Programs, Utah	Dir. of Ext. 4-H Youth Programs, Michigan State Univ.
Boegley, Carolyn O. (1964)	Role of the Home Demonstration Unit in the Cooperative Extension Service Program in Erie County, New York	County Home Dem. Agt. Broome Co., New York	Asst. State Leader of Home Dem. Agts., New York
Browne, Margaret C. (1958)	Organization, Administration and Programming in the Home Economics Phase of the Wisconsin Cooperative Extension Service	Act. Assoc. Dist. Ext. Supv., Michigan	Dir., Div. of Home Economics FES
Bybee, Emma W. (1957)	Inservice Training Given to Home Demonstration Agents by Home Economics Specialists in Seven States	Home Dem. Agt., Kentucky	Home Service Adv. Farmers' Rural Elec. Coop. Corp. Kentucky

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Carley, Harold E. (1966)	A Study of the Effectiveness of a Handbook for Teaching New York State 4-H Club Executive Committee Members' Knowledge and Understanding of Their Responsibilities	Asst.State 4-H Club Leader, New York	Asst.State 4-H Club Leader, New York
Carter, G. L., Jr. (1959)	A Study of the Programming Role of the State 4-H Club Leader in the Cooperative Extension Services of Selected States	Asst.State 4-H Club Leader, North Carolina	Editor, Journal of Cooperative Extension, Assoc.Prof. U. of Wis.
Cavender, John M. (1957)	The Relationship of Selected Factors to County Appropriations for Local Agricultural Extension Programs in Arkansas	Assoc.Dir. Arkansas Mission to Panama	USAID Advisory Team 53, APO San Francisco 96215
Clegg, Denzil O. (1961)	The Position of County Extension Chairman--A Sociometric Study in Nebraska and Oregon	Dist.Ext. Supv., Nebraska	Ext. Trng Officer, Colorado State U.
Cleveland,Beatrice J. (1957)	An Analysis of Importance of 4-H Club Program Content and Need for Assistance as Identified by County Extension Workers and State 4-H Club Staff in Ohio	Asst.State 4-H Club Leader, Ohio	Asst.State 4-H Club Leader, Leader, International Youth Exchange Ohio
Cox, Raymond C. (1959)	Suggested Plan for Analyzing the Nevada 4-H Club Program	State 4-H Club Leader, Nevada	State 4-H Club Leader, Adm. Asst., Nevada
Davis, Robert F. (1963)	An Analysis of Plans and Reports of Work in the California Agricultural Extension Service with Special Emphasis on the Atitudes of County Staff Members Toward Planning and Reporting	State 4-H Club Spec., California	State 4-H Club Spec., California
Dehnert, George E (1961)	Agricultural Committees' Knowledge and Understanding of Their Duties and Responsibilities	Dist. Ext. Supv., Wisconsin	Dist. Ext. Supv., Wisconsin

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLO	PRESENT TITLE
Deppen, Marion E. (1965)	Statistical Reporting in the Pennsylvania Cooperative Extension Service: Needs and Possibilities Using Electronic Data Processing	Asst. Dir., Pennsylvania	Asst. Dir., Assoc. Prof. Ag. Ext., Pennsylvania State Univ.
Duke, C. B., Jr. (1963)	A Study of Mississippi County Extension Agents' Perception of the Purpose and Organization of 4-H Club Work	Dist. Ext. Agt., Mississippi	Dist. Ext. Agt., Mississippi
Dutt, James O. (1958)	The Role Expectations of Extension Specialists as Conceived by Research Personnel at Pennsylvania State University	Ext. Horticulturist, Pennsylvania	Prof. Veg. Crops, Ext., Pennsylvania State Univ.
Edwards, Milton (1962)	A Study of Mississippi County Extension Agents' Perception of Rural Areas Development	County Agt., Mississippi	Dist. Agt., Hattiesburg, Mississippi
Fernandez, Jose I. (1961)	Perceptions of the County Chairman's Administrative Role in the Cooperative Extension Service in Puerto Rico	Regional General Supv., Puerto Rico	Regional Dir., Puerto Rico
Fiol-Villalobos, Bernardo (1962)	A Study of Difficulties Experienced by Puerto Rico County Extension Personnel in Program Development and Factors Accounting for These Difficulties	Assoc. Dir., Puerto Rico	Assoc. Dir., Puerto Rico
Fizer, Mildred (1962)	Factors Associated With the Tenure of First-Year Local 4-H Club Leaders	State Girl's Club Agt., West Virginia	State Ext. Program Leader, 4-H & Youth Dev., W. Va.
Forbes, Frank W. (1958)	Factors Indicating Minnesota County Extension Committee Members' Understanding of their Function	Dist. County Ext. Supv., Minnesota	Personnel & Training Leader, Minnesota

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Garber, Ellen K. (1959)	Leadership Theory and Research Applied to Lay Leadership in the Cooperative Extension Service at the County Level	Asst. State Home Ec. Leader, Pennsylvania	Asst. State Home Ec. Leader, Pennsylvania
Gaume, John W. (1963)	A Study of Difficulties Experienced by New Mexico County Extension Personnel In Program Planning and Factors Accounting for These Difficulties	County Agt. Leader, New Mexico	State Supv. (Men) New Mexico
Gehres, Albert F. (1959)	A Study of the Interests and Value of 4-H Club Experiences as Perceived by 4-H Junior Leaders in Ohio	Supv. 4-H, Ohio	Asst. Dir., 4-H, Ohio
Goettsch, Alvin T. (1957)	A Comparison of the Characteristics, Organization and Functions of State Extension Advisory Committees in Selected States	Dist. Ext. Supv., Iowa	Dist. Ext. Dir., Iowa
Graves, James L. (1962)	Supervisors' Involvement in Coordination of Extension Program Activities Between Specialists and County Personnel in Idaho	County Ext. Agt., Idaho	Dist.Ext. Agt.,Supv. (Northern District) Idaho
Greenwood, Mary Nell (1962)	Home Economics College Students' Understanding of the Missouri Extension Division	State Ext. Agt., Missouri	Dir., Continuing Education for Women, Missouri
Hargraves, Priscilla (1964)	Extension Specialists' Perception of the Role of District Leaders in the Wisconsin Extension Service	Asst.State Leader, Wisconsin	Asst.Prof. Home Ec., Ext., U. of Wis.
Harne, Evelyn D. (1957)	An Analysis of the 4-H Home Assistance Project in Minnesota	Asst.State Club Leader, Minnesota	Assoc.State Club Leader, Minnesota

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Heitland, Frank J. (1957)	Financial Support for 4-H Club Work in South Dakota	State 4-H Club Agt., South Dakota	State 4-H Club Agt., South Dakota
Herbst, George R. (1965)	Program Planning Responsibilities of Selected Extension Positions as Perceived by Kentucky County Coordinators for Planning Under a Multi-County Structure	County Ag. Ext. Agt., Owen County, Kentucky	County Ag. Ext. Agt. Madison County, Kentucky
Holhubner, Fredrick J. (1962)	A Study of Illinois County Extension Council Members' Understanding of their Responsibilities	County Farm Adv., Illinois	Dist. Supv. in Charge of Programs, Illinois
Howes, Carroll L. (1962)	The Administrative Role of the State 4-H Club Leader	Asst. State 4-H Club Leader, Pennsylvania	Asst. State 4-H Club Leader, Pennsylvania
James, Joseph W. (1964)	A Study of the Responsibilities of Volunteer 4-H Adult Leaders and Training Provided for Leaders in the Mississippi 4-H Club Program During 1963	Asst.4-H Club Leader, Missouri	Asst. State 4-H Club Leader, Missouri
Jones, Tiny Faye (1958)	An Analysis of the Relationship Between Awards and Project Enrollment in 4-H Contests in the New Mexico 4-H Club Program	Assoc.State 4-H Club Leader, New Mexico	State 4-H Club Leader (Girls) New Mexico
Kelley, Royal K. (1957)	An Analysis of Some Factors Influencing Fiscal Court Appropriations for Extension Work in Kentucky Counties	County Agt., Kentucky	Dist. Ext. Supv., Kentucky
Kincaid, James M.,Jr. (1962)	A Suggested Model for Evaluating the Cooperative Extension Program Planning Process	Assoc. Ag. Agt., New Jersey	Member of Colorado State Univ. Team, Ibadan, Nigeria

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
King, Mabel M. (1960)	Inservice Training of Beginning Agents in Cooperative Extension Service	Dist.Home Dem. Agt., Arkansas	Dist.Home Dem. Agt., Arkansas
Koenig, Margaret A. (1958)	An Intensive Study of Some of the Recent Literature Pertinent to the Counseling Problems of Supervisors in the Cooperative Extension Service	Dist. Home Ec. Agt., Kansas	Act.Assoc. State Leader Ext. Home Economics, Kansas
Kohl, Fred E. (1966)	Relationship of Formal Training and Job Content to Effectiveness of Idaho County Extension Agricultural Agents	Staff, Chm. Bonneville County, Idaho	Ph.D. Candidate, Nat. Center.
Kotich, Ralph J. (1958)	A Study of Morale of Colorado Agricultural Extension Personnel	County Agt. Colorado	Ext.Conservationist, Colorado
Lyon, Richard O. (1958)	Survey of Training Needs of Illinois 4-H Club Leaders	4-H Club Specialist, Illinois	State 4-H Club Leader, Illinois
Mackey, J. M. (1956)	Factors Affecting Tenure of 4-H Club Agents in Wisconsin	Asst.State 4-H Club Leader, Wisconsin	Asst. Dir. Personnel Devel., Wisconsin
Masterson, Mildred V. (1956)	Factors Affecting Tenure of Home Demonstration Agents in Colorado	County Home Agt., Colorado	Asst. State Home Ec. Leader, Colorado
Maxwell, Joe S. (1963)	An Analysis of the Inservice Training Needs of County Extension Chairmen in the Washington Agricultural Extension Service	County Ext. Chm., Washington	County Ext. Chm., Washington
Miles, Margaret M. (Mrs. Randel Price) (1959)	A Study of Attitudes of County Extension Personnel Toward Community Development in Tennessee	Asst. Community Dev. Spec., Tennessee	Homemaker
McNeill, Harold M. (1960)	An Analysis of Factors Used in Formal Appraisal of County Extension Personnel	Dist. Ext. Agt. North Carolina	Ph.D. Candidate, Nat. Center

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Noble, Lucinda A. (1959)	A Study of Training Needs of Home Demonstration Agents in New York	Asst.State Leader of Home Dem. Agts. Asst. Prof., New York	Asst. State Leader,Home. Dem. Agts., Assoc. Prof., New York
Norby, Oscar W. (1959)	Role Expectations and Performances of State Agents in the Missouri Cooperative Extension Service	Dist. Ag. Agt., Kansas	State Leader, Field Operations, Kansas
Odom, Walter C. (1960)	A Study of Professional Improvement Activities and Needs of Negro Extension Agents in Alabama	County Agt., Alabama	County Ag. Agt., Alabama
Oller, Gladys H. (1957)	A Study of Training Programs for Beginning County Extension Agents in the Nine Western States	Assoc.State Club Leader, Wyoming	Retired
Poorbaugh, Harry J. (1959)	Criteria for Personnel Appraisal as Perceived by Pennsylvania County Extension Staff Members	Asst. Dir., Pennsylvania	Assoc. Dir., Pennsylvania
Price, Randel K. (1958)	An Analysis of In-Service Training needs Identified by County Extension Agents in Arkansas	Agr.Ext.Spec., Ark. Mission to Panama	Prof.Ext.Ed. & Asst.Trg. Officer, Missouri
Qualey, Rosella E. (1960)	Factors Associated with Tenure of Home Agents in Minnesota	Dist.Supv. Home Ec. Ext., Minnesota	Dist.Supv. Home Ec.Ext. Minnesota
Quesenberry, Evelyn (1960)	An Analysis of the 4-H Adult Leadership Training Program in Selected Counties in Indiana	Asst. in 4-H Club Work, Indiana	Ph.D. Candidate, Nat. Center
Quinn, Emily H. (1962)	Home Economics Project Leaders' Perception of Extension	County Home Agent, Arizona	Assoc.Prof. and State Leader of Training, North Carolina

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Reuter, Ava M. (Mrs. Ted Peterson) (1959)	An Evaluation of the Leader Training System of Home Demonstration Work in Wisconsin as Viewed by Home Agents	County Home Agt., Wisconsin	Homemaker
Reynolds, James A. (1958)	An Exploratory Study of 4-H All Stars in Twenty-Three Virginia Counties	Assoc.State 4-H Club Leader, Virginia	Assoc.State 4-H Club Leader, Virginia
Rice, William G. (1957)	Factors Associated with Tenure of Assistant County Agricultural Agents in Indiana	Asst. County Agt. Leader, Indiana	Extension Supv., Purdue U.
Richert, Marlys R. (1957)	A Study of Factors for Consideration in Membership Selection of County Extension Program Planning Committees	Dist.Ext. Leader, Wisconsin	Asst.Dir. (Home Ec.) Wisconsin
Robinson, Russell D. (1961)	- - -	County 4-H Club Agt., Wisconsin	Youth Dev. Spec. & Assoc. Prof. of Ed. Adm.& Supv., U. of Wis., Milwaukee, Wis.
Rogers, Hilton V. (1959)	Felt Training Needs and Sources of Previous Training as Perceived by Recently Employed South Carolina Cooperative Extension Agents	County Agt., South Carolina	Act.State Leader, Ext. Agron., South Carolina
Ross, Jackson, W. (1960)	The Office of County Extension Agent Chairman in the Oregon Cooperative Extension Service	State Ext. Agt., Oregon	State Ext. Agt., Oregon
Shigeta, James Y. (1958)	A Survey of New Employee Training Policies and Procedures in Cooperative Extension Work and Their Application to Hawaii	Asst.State 4-H Club Leader	Asst.State 4-H Club Leader

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Slayton, Aubrey R. (1960)	Some Factors Associated with Choice of Careers Among Senior 4-H Club Members in Rockbridge County, Virginia	Asst.State 4-H Club Agt., Virginia	Assoc.State 4-H Club Agt., Virginia
Smith, Virginia M. (Mrs. George Meyer) (1958)	Problems Encountered by Beginning Extension Supervisors; Sources of Help in Job Performance and Recommendations for Further Assistance	Home Dem. Agt., Kansas	Homemaker
Spearin, Jean (Mrs. Paul McCann) (1959)	Project Leader Training in the Main Home Demonstration Program	County Home Agt., Maine	Homemaker
Stout, Phyllis E. (1962)	A Study of the County 4-H Club Executive Committee Members' Knowledge and Understanding of their Responsibilities in New York State	Asst.State 4-H Club Leader, New York	Assoc.State 4-H Club Leader, New York
Swenson, Russell (1958)	The Role of Iowa Extension Council Members and Their Understanding of Their Responsibilities	Dist.Ext. Agt., Iowa	Dist.Ext. Dir., Iowa
Tejada, Jacob J. (1959)	Functioning of the County Monthly Reporting System in the New Mexico Cooperative Extension Service as Perceived by Staff Members	County Ext. Leader (Men) New Mexico	Ext.Trng. & Research Officer, New Mexico
Trent, Curtis (1959)	The Administrative Role of the State 4-H Club Leader - A Study in Role Perception	Asst.State 4-H Club Leader, Texas	Kansas State U., AID Project, Institute of Agr. Research, Samaru, Zaria, N. Nigeria
Troyer, D. R. (1960)	An Analysis of the Paired Comparison Rating Techniques for Promotions, Transfers and Salary Increases of Agricultural Extension Workers of Indiana	Ext. Supv., Indiana	Ext. Supv., Indiana

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Utz, Alan P., Jr. (1963)	A Study of Kentucky County Extension Executive Committee Members' Perception of the Cooperative Extension Service	County Agt., Kentucky	Prog.Spec. in Personnel Trg., Kentucky
Wallace, Edward H. (1963)	A Study of New Mexico County Extension Agents' Perception of Rural Areas Development	Dist.Supv., New Mexico	Dist. Supv., New Mexico
Webster, Charles F. (1957)	Procedures in Rating County Personnel for Promotion, Tenure and Salaries in the Cooperative Extension Service	Supv., Washington	Retired
Wetzel, Hubert J. (1958)	An Analysis of the Importance of 4-H Program Content and the Need for Assistance as Identified by Illinois County Advisors	Asst.in 4-H Club Work, Illinois	4-H Club Spec., Illinois
White, Leota L. (1962)	Analysis of the Inservice Training Needs of Home Demonstration Agents in Texas in Program Planning in Home Economics	Dist.11 Home Dem.Agt., Texas	Dist.10 Home Dem. Agt., Texas
Williams, Claudia G. (1959)	An Analysis of Selected Principles Related to the Program Planning Process in the Cooperative Extension Service	Dist.Home Dem. Agt. Supv., Texas	Program Spec., Texas
Woeste, John T. (1964)	A Study of Inservice Training Needs of Male Subject Matter Area Specialists of the Southern and North Central Regions	Assoc.County Agt.,Madison Cty., Kentucky	Ph.D. Candidate, Nat. Center
Zettle, Frank S. (1964)	The Generic Job Description of the Extension Area Specialist	Asst.Dir., Pennsylvania	Asst.Dir., Pennsylvania

Ph. D. Degrees

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Abdullah, Fawzi (1964)	Analysis of the Administrative Role of the County Extension Director in California	Ext. Spec., Lebanon	Assoc.Prof., Ext.,American Univ., Beirut
Abraham, Roland H. (1963)	Dairy Plant Managers' Perception of the Minnesota Agricultural Extension Service	Asst. Dir., Minnesota	Assoc.Dir., Minnesota
Axinn, George H. (1958)	The Relationship of Personnel Selection and Salary Administration to the Organizational Effectiveness in the Cooperative Extension Service in Michigan	Asst. to Dir., Michigan	Chief of Party,Mich. State U. Adv. Group, U. of Nigeria, Nsukka, Nigeria
Bath, Robert W. (1963)	Evaluation of Application Blanks used in the Cooperative Extension Service with Special Attention Given to Their Value in the Personnel Selection Procedure	Dist.4-H Club Leader, Minnesota	University of Ibadan, Ibadan, Nigeria
Beavers, Irene (1962)	Iowa County Extension Committee Members' and Agents' Perception of Program Planning	Dist. Home Ec. Supv., Iowa	Assoc.Prof. Adult Ed., Home Ec. Ed. Staff, Iowa State U.
Beckstrand, Gordon L. (1959)	Organizational and Operational Procedures of Extension Program Advisory Councils, Characteristics of Council Members and Their Appraisal of Their Council Operation in Selected Counties in Oregon and Colorado	Asst.Supv. Youth Programs, Utah	Dir. of Ext. 4-H Youth Programs, Michigan State U.
Biever, Lawrence J. (1957)	Roles of County Extension Agents as Perceived by County Agricultural Committee Members in Wisconsin	County Agt., Minnesota	Assoc.Prof., Area 4-H Club Spec., U. of Illinois

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Blalock, Thomas C. (1963)	State Legislators' Perception of the North Carolina Cooperative Agricultural Extension Service	In Charge of Dairy Ext., North Carolina	Asst. Dir. & State 4-H Club Leader
Boone, Edgar J. (1959)	The Professional Status of Extension Specialists as Compared with Research-Resident Teaching Staffs in Selected Departments in Four Land-Grant Institutions	Asst.Program Analyst, Louisiana	Asst.Dir., North Carolina
Brandner, E. Lowell (1960)	Evaluation for Congruence as a Factor in Accelerated Adoption of an Agricultural Innovation	Agr. Editor, Kansas	Agr. Editor, Kansas
Broadbent, Marden (1960)	An Analysis of Induction Training for Supervisors in the Cooperative Extension Services of the Southern and Western Region of the United States	County Agt., Supv., Utah	Dist. Ext. Dir., Utah
Browne, Margaret C. (1959)	Job Attitudes of Middle Management in Three Cooperative Extension Services	Act.Assoc. Dist.Ext. Supv., Michigan	Dir.,Div.of Home Economics FES
Busset, Glenn M. (1965)	A Comparison of Knowledge Gained by Adults When Presentations are Followed by Discussion Led by Local Volunteer and Professional Leaders with a Positive or a Negative Attitude Toward the Discussion Task	Assoc.State 4-H Club Leader, Kansas	Assoc.State 4-H Club Leader, Kansas
Buswell, Arthur S. (1959)	The Role of the Cooperative Extension Service in Alaska	Assoc.Dir., Alaska	Dean-Director Extension Service & Division of State-wide Services, Alaska

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT Title
Carter, G. L., Jr. (1961)	An Analysis of Factors Related to the Programming Role of the State 4-H Club Leader in Selected States	Asst. State 4-H Club Leader, North Carolina	Editor, Jounal of Cooperative Extension, Assoc.Prof., U. of Wis.
Cassell, Roy D. (1962)	The Effect of Supervisory Training upon the Reliability of Two Appraisal Instruments in Evaluating the Relative Job Performance of County Extension Agents	Asst.State 4-H Club Agt., Maryland	Asst.Dir., Maryland
Caul, D. A. (1960)	Perceptions of the County Extension Directors Administrative Role in Michigan	Dist. Ext. Dir., Michigan	Ext. Program Leader, Michigan
Cavender, Alfred R. (1963)	Meat Packers' and Processors' Perception of the Alabama Cooperative Extension Service	Meats Marketing Specialist, Auburn U.	Chairman, Resource Use Div., Auburn U.
Clark, Harry E. (1960)	An Analysis of the Training Needs of Wisconsin County Extension Service Personnel	County Ext. Agt., Oregon	Chief, Community Dev. Lane Cty. Youth Project
Clegg, Denzil O. (1963)	The Motivation of County Administrators in the Cooperative Extension Service	Dist.Ext. Supv., Nebraska	Ext. Trng. Officer, Colorado State U.
Coffindaffer, Billy L. (1961)	Experiences of Beginning Cooperative Extension Agents and Their Implications for an Induction Training Program	Asst.State 4-H Club Leader, W. Virginia	Area Dir., Univ. Appalachian Area Center & Dir., Parkersburg Branch, W. Va. Univ.
Cook, Benjamin D. (1957)	Comparative Analysis of Training Needs of County Agricultural Agents in Texas	Asst. to Dean of Agr., Texas A&M	Spec.,Ext. Studies & Trng, Assoc. Prof., Ag. Ed, Texas A&M

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Craven, Ruby M. (1963)	Factors Associated With the Program Leadership of the State Leader of Home Economics Extension	Assoc.Dist. Agt., Clemson Univ., S. Carolina	State Home Dem. Agt., Clemson U., S. Carolina
Creech, Glenwood L. (1957)	Organization, Programming and Personnel Policies of the Cooperative Extension Service in Selected States	Assoc.Agri. Editor, U. of Kentucky	Vice-Pres., U. of Kentucky
Dail, Howard M. (1960)	Advisors' Perceptions of Changes in Extension Communication Methods in Five Fast Growing and Five Slow Growing California Counties	Ext.Information Specialist, U. of California, Berkeley	Ext. Information Spec., U. of Calif., Berleley
Deere, Runyan (1966)	An Analysis of the Nature of Change in Staffing the Cooperative Extension Services with Special Reference to the Educational Requirements of College Graduates	Dist.Agt., Arkansas	Dist. Agt., Arkansas
Duff, Mike (1960)	Organization and Operation of Rural Development Program in Selected States	Coordinator, Spec. Ext. Programs, Kentucky	Chm. of Developmental Programs, Kentucky
Dunlap, Martha L. (1958)	The Administrative Organization, Program Procedures of the Louisiana Cooperative Extension Service	Asst.State Home.Dem. Leader, Montana	Asst.Dir., Coop.Ext. Service, Illinois
Evans, Jean C. (1959)	The Organization and Operation of Extension Marketing Programs in Selected States, 1957	Agr. Reports Editor, Michigan State University	Dean of U. Extension, Oklahoma State Univ.
Everson, Norman O. (1966)	Participation in Voluntary Organizations by Wisconsin Rural Youth of Differential Socio-Economic Levels	Asst.State 4-H Leader, Wisconsin	Asst.State 4-H Leader, Wisconsin

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Farnsworth, William F.	A Study of County Extension Agents' Program Planning Role in North Carolina, Ohio and Virginia	County Agt. Chm., Asst. Professor, Utah	Project Leader, Soc. Ec. Resource Development, Assoc. Prof., Utah
Ferver, Jack C. (1961)	An Analysis of the Behavior of County Extension Directors As Coordinators of Michigan State University Community Development Programs	Asst. Dist. Ext. Dir., Michigan	Dir. of Field Services, Gen. Ext., U. of Wis.
Frist, Robert J. (1965)	A Study of State Extension Specialists' Functions and Tasks in Program Development in Indiana	Ext. Supv., Purdue U.	Ext. Supv., Purdue U.
Frizzell, John K. (1966)	An Organizational Model for the Integration of Extension Systems in the State of Oregon	County Ext. Agt. & Staff Chm., Oregon	County Ext. Agt. & Staff Chm., Oregon
Greenwood, Mary Nell (1963)	Factors Associated with Knowledge of the Missouri Extension Division Held by Freshman and Senior Home Economics Students in Six Missouri Colleges and Universities	State Ext. Agt., Missouri	Dir., Continuing Education for Women, Missouri
Griffith, Paul W. (1961)	Formula Feed Operators' Perception of the Kansas Agricultural Extension Service	Assoc. Dir., Kansas	Assoc. Dir., Kansas
Gwinn, Samuel M. (1958)	The Role of County Advisory Committees in Program Projection	State 4-H Club Leader, Delaware	Dir., Delaware
Harvey, John J. (1961)	A Comparative Analysis of the Functions of Specialists in the Cooperative Extension Service, by Broad Subject Areas	Spec. Rural Organization, W. Va. Univ.	Ed. Spec. International ER&T FES USDA

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Hill, William B. (1959)	A Status Study of Program Development in the Negro Divisions of the Cooperative Extension Services of the Ten Southern States	State Leader for Negro Work, Tuskegee Inst., Alabama	Asst. to the Dir., Auburn U., Auburn, Ala.
Hoffman, Carl J. (1962)	Proposed Criteria for Evaluating Graduate Programs in Extension Education	Ext.Dairy Spec., Colorado	Assoc.Dir., Colorado
Holley, Andrew L. (1961)	An Analysis of the Organizational Growth of the Arkansas Cooperative Extension Service	Dist.Agt., Arkansas	State Agt. (Ag.Spec. Leader) Arkansas
Howes, Merle L. (1963)	Centralization of Decision-Making and Organizational Effectiveness in the Cooperative Extension Service	Head,Ext.Div. of 4-H & Youth Programs, Massachusetts	Head,Ext.Div. of 4-H & Youth Programs, Massachusetts
Hull, George E. (1959)	A Study of the Characteristics, Functions and Operations of State 4-H Advisory Committees in Selected States	Assoc.State Club Leader, Oklahoma	Dir., Arizona
Hyatt, George, Jr. (1961)	Some Bases for Coordination of Cooperative Extension Programs with Research and Resident Instruction in Selected Land-Grant Institutions	Dairy Ext. Supv., North Carolina	Dir., North Carolina
Johnson, Robert L. (1958)	A Study of the Retirement Process in the Cooperative Extension Service	County Agt., Nebraska	Ext.Trg. Spec.,U. of Maryland (Visiting Prof. at Kansas State U. until Sept.,1966)
Kern, Karl R. (1961)	Effects of Economic Value Orientation Upon Perceptual and Attitudinal Responses to a Persuasive Written Communication	Asst.Ext. Editor, Iowa	Asst.Ext. Editor, Iowa

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Kincaid, James M., Jr. (1964)	Minnesota Extension Workers' Evaluation of a Proposed Set of Cooperative Extension Program Planning Concepts.	Assoc.Ag. Agt., New Jersey	Member of Colorado State Univ. Team, Ibadan, Nigeria
King, Emily E. (1961)	Relationships of Personal Value Systems to a Measure of Job Satisfaction Among Personnel of the Florida Agricultural Extension Service	State Girls' 4-H Agt., Florida	Ext.Home Ec.-Trng., Florida
Kyd, Stirling (1962)	Extension Administration and State Legislative Process--A Case Study of the 71st Missouri General Assembly	Ext.Entomologist, Missouri	Asst.Dir. for Trng.& Spec. Programs, Missouri
Lacy, M. P. (1961)	The Effects of Involvement on the Participants in Cooperative Extension Program Planning in Waupaca County, Wisconsin	Assoc.Prof. of Agronomy, Ext. Spec., Virginia	Director of Admissions & Records, VPI, Blacksburg,Va.
Lavery, William E. (1962)	The Relationship of Selected Organizational Characteristics to the Administrative Style of State Extension Directors	Chief,Admin. Ser.Branch, Div. of Mgt. FES, USDA	Leader, Administration Coop.Ext.Ser., Blacksburg, Va.
Lawson, Winferd (1959)	Commercial Cotton Farm Operators' Perception of the California Agricultural Extension Service	Farm Advisor, California	Asst.State Dir., California
Loewenstein, Duane E. (1961)	An Analysis of Selected Human Relations Factors Relative to County Personnel in the Nebraska Cooperative Extension Service	State Leader-Ext. Studies & Trng., Nebraska	State Leader-Ext.Studies & Trng., Nebraska

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Lyle, Mary F. (1957)	Participation of Older Members in 4-H Clubs in Selected Counties in South Dakota	Asst.State 4-H Club Agt., South Dakota	State Leader, Home Ec. Ext., South Dakota
Monosmith, Rudy O. (1964)	The Leadership Functions of the State 4-H Club Leader With Emphasis in Selected Western States	State 4-H Club Leader, California	State 4-H Club Leader, California
Moore, Paul J. (1962)	Montana County Extension Program Planning Committee Members' Perception of the Cooperative Extension Service	State 4-H Club Leader, Montana	State 4-H Club Leader, Prog.Leader, Human Resource Development, Professor, Montana State U.
McCormick, Robert W. (1959)	An Analysis of Training Needs of County Extension Agents in Ohio	Dist.Supv., Asst.Prof., Ohio State Univ.	Leader,Ext. Studies & Evaluation, Professor, Ohio State U.
Norby, Oscar W. (1961)	An Appraisal of Long-Time Cooperative Extension Program Planning in Waupaca County, Wisconsin	Dist.Ag. Agt., Kansas	State Leader, Field Operations, Kansas
Olson, Kenneth S. (1959)	The Relation of Selected Farmers' 4-H Experience to Their Adoption of Improved Farm Practices	Asst.State 4-H Club Leader, North Dakota	State Program Leader, Arizona
Pfannstiel, Daniel C. (1959)	Criteria for Determining Financial Support of County Agricultural Extension Work in Texas	Adm. Asst. To Dir., Texas	Asst.Dir. Ext. Adm., Texas A&M (Visiting Professor, Nat.Ag.Ext. Center, U. Wis.1965-67)
Price, Randel K. (1960)	An Analysis of Educational Needs of Arkansas Extension Agents	Agr.Ext.Spec., Ark.Mission to Panama	Prof.Ext.Ed. & Asst.Trg. Officer, Missouri

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Quinn, Emily H. (1964)	A Study of the State Program Leader Position in the Cooperative Extension Service With Wisconsin Extension Staff Mambers	County Home Agent, Arizona	Assoc.Prof. and State Leader of Training, N. Carolina
Ranta, Ray R. (1960)	The Professional Status of the Michigan Cooperative Extension Service	Dist.Ext. Supv. 4-H, Michigan	Chm., 4-H Club Programs, U. of Kentucky
Regan, Mary C. (1963)	Measurement of Positional Involvement of State Home Economics Leader in Administrative Decisions in Cooperative Extension	Home Adv., California	Asst.Prof., Ag. Ed., U. of Calif., Davis
Richert, Marlys R. (1961)	A Study of Factors Influencing Coordination of Resident-Instruction, Research, and Extension in Home Economics in Selected Land-Grant Institutions	Dist.Ext. Leader, Wisconsin	Asst.Dir. (Home Ec.) Wisconsin
Ringler, Wilber E. (1957)	The Role of Extension Specialists and Their Status in Relation to Research and Teaching Personnel in Agronomy and Soils Departments of the Central Region, 1956	Asst.Ext. Agronomist, Nebraska	Asst.Dir. for Programs, Studies & Trng., Kansas
Robinson, Russell D. (1963)	Perceptions of the County 4-H Club Agent's Role in Wisconsin	County 4-H Club Agt., Wisconsin	Youth Dev. Spec. & Assoc. Prof.of Ed. Adm.& Supv., U. of Wis., Milwaukee,Wis.
Russell, George E. (1964)	Proposed Guide for Analyzing Extension Youth Program Planning Processes	Assoc.State 4-H Club Leader, Virginia	Resource Dev. Leader, VPI, Blacksburg, Virginia
Scheneman, Carl N. (1959)	The Functions and Procedures of Subject Matter Specialists in the Missouri Cooperative Extension Service	Ext.Ag. Engineer, Assoc.Prof., Ag.Engineering, Missouri	Asst.Dir. University-Wide Ext. Prof.Ext.Ed., Missouri

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Slayton, Aubrey R. (1962)	Four-H Club Members' Knowledge and Choice of Careers as Related to Certain Background Factors and a Career Exploration Project in Selected Virginia Counties	Asst.State 4-H Club Leader, Virginia	Assoc.State 4-H Club Agt., Virginia
Smith, Clifford L. (1959)	An Analysis of Certain Personnel Policies of the Cooperative Extension Service with Emphasis on Oregon	State Ext. Agt., Oregon	Ext.Trng. Leader, Oregon
Stonecipher, Charles (1966)	An Analysis of the Extension Worker's Knowledge of Extension Programs	County Ext.Agt., Nebraska	Dist.Supv., Nebraska
Straughn, Alto A. (1963)	A Study of the Perceived Role of County Extension Agents in Program Planning in Florida and Kansas	Asst. County Agt., Florida	Asst.Program Spec.,Ag.Ext. Service, Florida
Swanson, Harold B. (1965)	Factors Associated with Motivation Toward Professional Development of County Agricultural Extension Agents in Minnesota	Prof., Head Dept.of Info. and Ag. Journalism, U. of Minn.	Prof.,Head Dept.of Info. and Ag. Journalism, U. of Minn.
Taylor, Grady W. (1958)	An Analysis of Factors Differentiating Successful from Unsuccessful Negro Farm Families in Two Counties in Alabama	Dist.Agt., Alabama	Head,Div.of Agr.Ed., Tuskegee Inst.
Thomas, Kenneth E. (1961)	Organization and Administration of Information Services in Land-Grant Institutions	Head,Dept. Ext. Radio and T.V., Kansas	Prof. & Dir., Div. of University Information, Kansas State University

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Trent, Curtis (1961)	The Administrative Role of the State 4-H Club Leader in Selected States - A Study of Role Perception	Asst.State 4-H Club Leader, Texas	Inst.Ag. Research, Kansas State University, AID Project, Samaru, Zaria,Northern Nigeria
Troyer, D. R. (1963)	Identification and Analysis of Problems and Policies Associated with Staffing of Selected University--AID Agriculture and Home Economics Assignments Overseas	Ext.Supv., Indiana	Ext. Supv., Indiana
Ussery, Margaret Ann (1963)	An Analysis of the Educational Needs of County Extension Agents in Tennessee	Home Agt., Tennessee	Supv.Home Ec. Program., U. of Tenn.
Utz, Alan P., Jr. (1964)	An Analysis of Selected Factors Relative to Programming Efforts of Kentucky County Extension Agents	County Agt., Kentucky	Prog.Spec. in Personnel Trg., U. of Kentucky
VandeBerg, Gale L. (1957)	The Functions and Responsibilities of District Leaders in the Cooperative Extension Service in Wisconsin	Ext.Trng. Spec., Wisconsin	Asst.Dir., Ext.Programs, Wisconsin
Weeks, Shirley S. (1964)	Issues in Public Education, With Specific Reference to Worcester County, Massachusetts	Head,Home Dept., Worcester County,Mass.	Asst.Dir., Family Living, Coop.Ext. Service, North Dakota
Wilkening, Walter T. (1965)	Factors Associated With Adjustment of Foreign Students Studying Extension Education at Selected Land-Grant Institutions	County Agt., Missouri	Asst.Prof. Ext.Ed., Campus Coordinator, AID U. of Missouri Program in India, Project Dir., Peace Corps Training

NAME	THESIS TITLE	TITLE BEFORE BEING NAT. CENTER FELLOW	PRESENT TITLE
Williams, Eugene (1966)	An Analysis of Decision Making Processes Used by County Extension Chairmen in Oklahoma in Selecting Extension Programs	County Ext. Agt., Woodward County, Oklahoma	State 4-H Club Program Leader, Oklahoma
Word, Ulyss G., Jr. (1964)	A Study of State Extension Specialists' Role in Program Development in Arkansas	State 4-H Club Agt., Arkansas	State 4-H Club Agt., Special Project, Arkansas

Table 2
STAFF

Name	Dates of Employment	Institutional Affiliation
*Fawzi M. Abdullah	1964	American University of Beirut
*Edgar J. Boone	1961-1963	North Carolina State University
Emory J. Brown	1958-1959	The Pennsylvania State University
*G. L. Carter, Jr.	1963-Present	University of Wisconsin
Robert C. Clark (Director)	1956-Present	University of Wisconsin Nigerian Project
*Glenwood L. Creech	1957-1959	University of Kentucky
Wendell Earle	1957-1958	Cornell University
*Jean C. Evans	1959-1960	Oklahoma State University
#Clarence M. Ferguson	1961-1964	North Carolina State University
#Glenn V. Fuguitt	1958-Present	University of Wisconsin
Christine H. Hillman	1958-1959	Boston, Massachusetts (Institution unknown)
#Robert L. Hughes	1956-Present	University of Wisconsin
#Alton C. Johnson	1959-Present	University of Wisconsin
#Jane S. Klingman	1964-Present	University of Wisconsin
Paul J. Kruse	1956	Emeritus Professor, Cornell University
#Grace E. Langdon	1959-Present	University of Wisconsin
#Douglas G. Marshall	1956-1958	University of Wisconsin
W. Robert Parks	1956-1958	Iowa State University
*Daniel C. Pfannstiel	1963-Present	University of Wisconsin
#E. Arthur Prieve	1963-1964	University of Wisconsin
*Marilyn R. Richert	1961-1963	University of Wisconsin
F. E. Rogers	1957	University of Missouri

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*Received degree at the Center
#Part-time

Table 2 (Continued)

Name	Dates of Employment	Institutional Affiliation
Sydney D. Staniforth (Acting Director)	1964-Present	University of Wisconsin
#George B. Strother	1957-1962	University of Wisconsin
*Gale L. VandeBerg	1957-1960	University of Wisconsin
#W. Keith Warner	1965-Present	University of Wisconsin
#Dean A. Worcester	1959-1961 1965-1966	Emeritus Professor, University of Nebraska

PUBLICATIONS

The publications of the Center provide a continuing and permanent source of information for personal study, for inservice training programs, and for graduate study. In these publications, important theories, research findings, and thoughts of recognized authorities are summarized. These publications contribute to the growing body of literature in the administration, supervision, program development, and personnel management of the Cooperative Extension Service.

Principal contributors include administrators of Land-Grant institutions, U. S. Department of Agriculture, State and Federal Cooperative Extension Services, and other adult educational programs. Research scholars have also contributed.

A list of the literature published by the Center can be obtained by writing to the National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin 53706.

POLICIES CONCERNING CENTER FELLOWSHIPS AND SUPPORTING GRADUATE RESEARCH

The National Agricultural Extension Center for Advanced Study was established in June, 1955 and is functioning for the purpose of providing graduate and in-service training opportunities in administration and supervision of the Cooperative Extension Service.

The Center staff and the Grants-in-Aid Committee, named by the Wisconsin College of Agriculture, look to the administration of Extension in the States, Commonwealth of Puerto Rico, and the Federal Office to encourage and recommend staff members whom they consider qualified to participate in the graduate training program. Fellowships will be granted to persons who qualify as either degree candidates or non-degree candidates.

TO QUALIFY FOR A FELLOWSHIP IN THE CENTER, a person must be:

1. Currently employed in Extension administration, supervision, or training. The applicant must be strongly recommended for graduate training and a fellowship by his or her Dean of the College of Agriculture or Home Economics, and the Director of the Cooperative Extension Service. Subject-matter specialists and members of the county staff will be considered for a fellowship if their administration *strongly* recommends them to the Center as individuals whom they *expect to employ* in the near future for administrative, supervisory, or training responsibilities.

2. Qualified for admittance to the Graduate School of the University of Wisconsin. To be admitted in *full standing* a person must have an undergraduate grade point average of 2.75. (A grade of "A" equals 4.0). Applicants with an undergraduate grade point average of approximately 2.5 to 2.75 will be considered for probationary admission to the Graduate School. A student admitted on probation will be eligible for consideration for a fellowship in the Center upon being removed from probation.

3. Granted a leave of absence by his institution.

The Center desires to make its resources available, on as equitable a basis as possible, to the States and the Federal Extension Service. Fellowships are granted for a twelve-month period, July 1 to June 30, for a semester or for an eight-week summer session. *First priority* applicants will be students already on Center grants, whose work is satisfactory, who need to continue in residence at Wisconsin to complete their present graduate program, or take additional work at the encouragement of their administration, and who have their leaves of absence extended. *Second priority* will be given to the best qualified applicants from the States and the Federal Office on the bases of position, grades and recommendations. *Third priority* will be given to fully qualified applicants who are recommended by their administration as alternates. *Fourth priority* applies to applicants not presently identified with an administrative, supervisory or training position.

Extension administrators are urged to advise their associates of these requirements for graduate training and a fellowship in the Center. Extension staff members interested in study at the Center should confer with their administration before submitting an application. The Center staff will be glad to correspond with individuals concerning their particular questions about the graduate training program.

January, 1961.

AMOUNT OF CENTER FELLOWSHIPS

The amount of financial aid and period of support to be provided by Center fellowships from W. K. Kellogg Foundation funds, to both degree candidates and special students, will be determined on an individual basis.

Effective July 1, 1961, the maximum amount of the grant-in-aid for graduate study will be $250 per month for a single person with no dependents and without other financial support. An additional grant-in-aid of $50 per month for each dependent, with the total amount per month not to exceed $400, will be made from Center funds. In cases where financial aid is available to the graduate students from their regular salaries, sabbatical leave with salary, veterans' benefits and other scholarships or fellowships, the amount of the Center fellowship will be prorated accordingly. Individuals will be expected to make their maximum contribution to the costs of their graduate study.

Individuals receiving a Center fellowship are exempt from paying the out-of-state tuition fee which at present is $190 per semester, but subject to change. The fellowship is not subject to Federal income tax if the student is working toward a degree.

FINANCIAL SUPPORT FOR GRADUATE RESEARCH

Graduate students doing field research for the M.S. and/or Ph.D. degrees in their home states will be expected to make arrangements with their administration to pay the costs of field work in connection with such research. Graduate students will be expected to pay for postage and other expenses for mailed questionnaires, and share in the field costs of research involving several states. The Center will also assist in financing research involving several states and help with other costs which the home state cannot meet. The services of the staff and facilities of the Numerical Analysis Laboratory are made available by the University of Wisconsin without direct costs to the students.

OTHER OPPORTUNITIES FOR CENTER FELLOWS

Center Fellows and their families are eligible for University housing at reasonable rates in both the Married Student Apartments and Faculty Apartments. Applications must be made early if such accomodations are to be obtained.

Fellows are provided with private desks in a suite of offices in Agricultural Hall.

Extensive library facilities are available in the University Library, the College of Agriculture Library in Agricultural Hall, Commerce, and Education libraries.

Graduate students who are paying the general fee or the infirmary fee are eligible to receive medical attention from the Department of Preventive Medicine and Student Health. Group health insurance can be obtained for student and family at a reasonable rate.

Special seminars are held regularly on subjects of timely interest. Outstanding authorities in extension, adult education, government, farm organizations and related fields are invited to the campus to participate in the seminars and confer with the students and staff.

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